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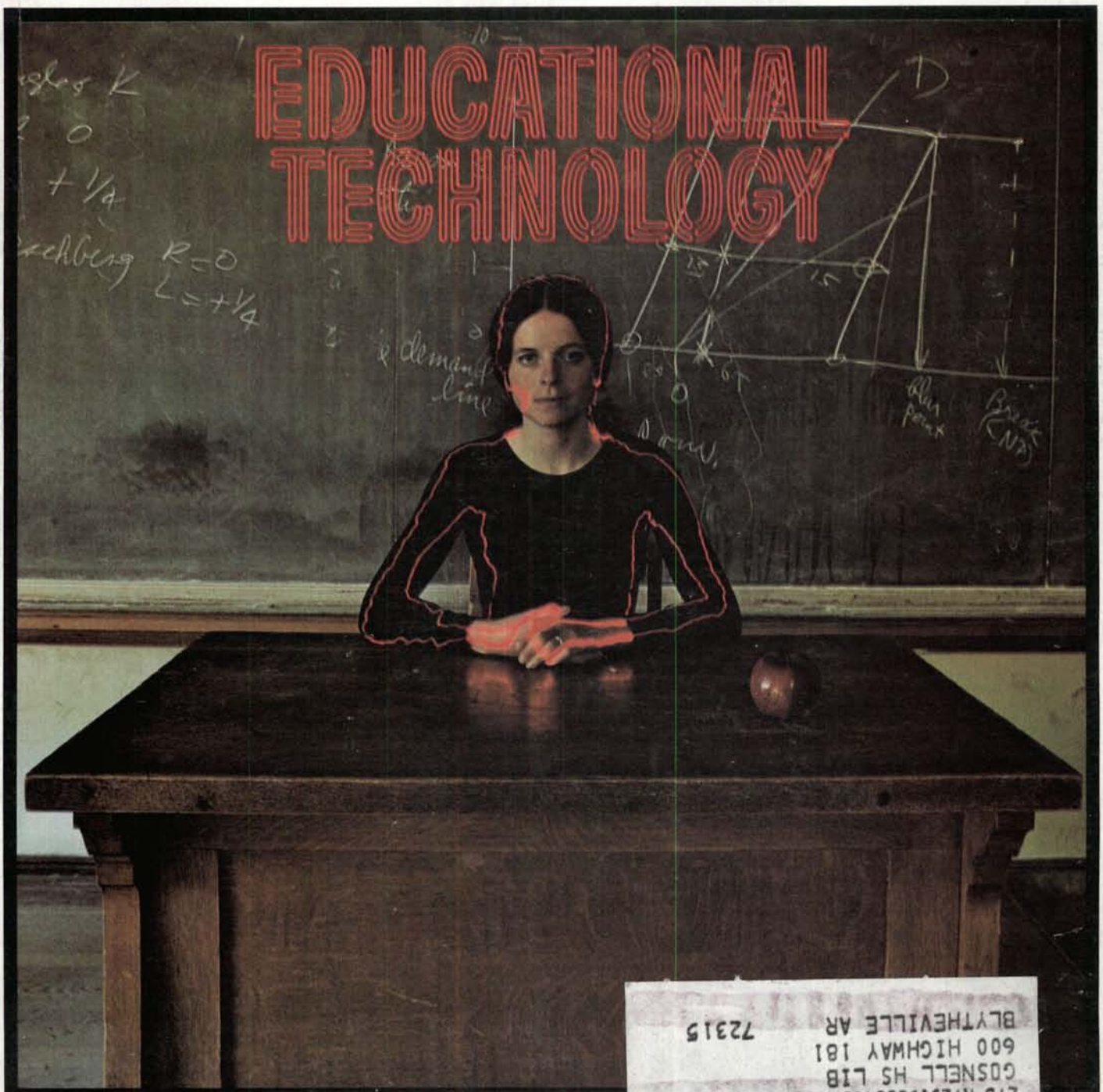

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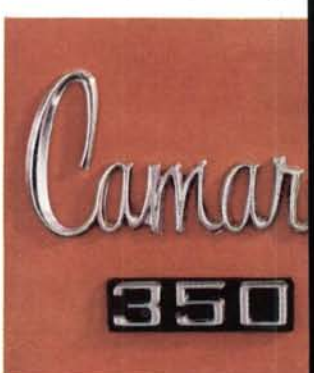

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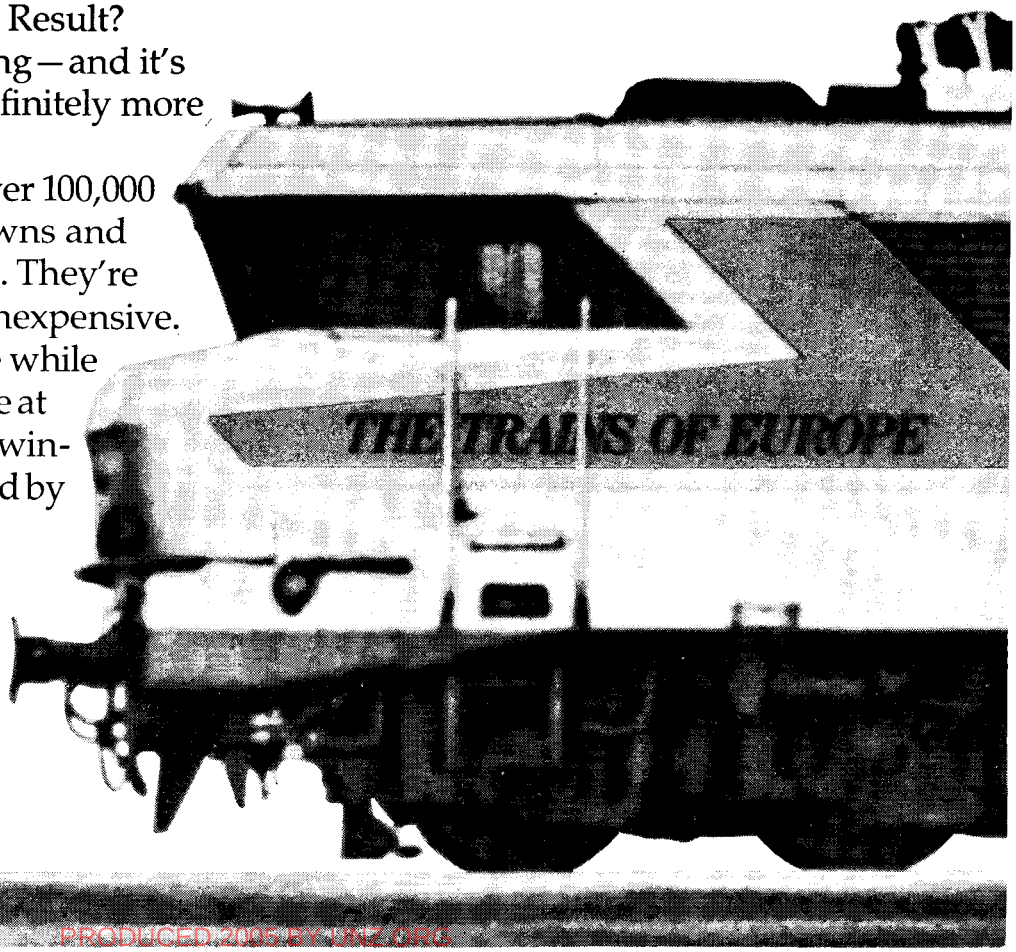

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EDUCATION

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INSIDE SR

Educational technology: "It's time to pick up the pieces and see what can be salvaged," **Martin Mayer** asserts in our guest editorial this month. In a recent address (now published by Praeger), John Diebold, the computer expert and management consultant, puts the matter even more bluntly: "It seems inevitable that so headlong and mindless a plunge into the packaging of educational technology [as took place in the 1960s] was doomed to failure." The author of our lead article, **James Koerner**, lays out in some detail the present state of affairs. But he goes on to suggest that future educational technology could—perhaps will—bear the same relationship to present devices as the Boeing 747 does to the Wright Brothers' flying machine that first arose in 1903.

Koerner

Diebold seconds that. "While the financial problems in the application of advanced technologies are real and the technology is not yet ideally suited, neither of these obstacles will prove insurmountable," he comments.

"What will be crucial will be attitudes and the capacity to marshal the talents and imagination of people of varied disciplines—educators and electronic engineers, writers and architects, teachers and technicians, creative artists and school-board members—who are convinced that technology can be and must be harnessed to education. Then we will see the emergence of integrated systems using audiovisual aids, television, and computers in varied combinations and shaped by the educational objectives that are sought."

Before the end of this decade, Diebold says, some or all of the following will exist:

- All forms of audiovisual aids, including television, reduced to simple cassettes or cartridges that any teacher or student could use and that could be as easily available as a library book.
- Flexible arrangements of space that would permit several hundred students to watch a film or telecast, or one student doing independent work to view a tape in an individual cubicle.
- Language laboratories in which the student, independently, can learn any language of his choice.
- A variety of computer systems: simple teaching machines for rote learning and remedial work, access in the school library to data banks, computer consoles designed especially for independent work, and others designed for programmed courses.
- Almost unlimited home study courses transmitted by television cable and using rented computer consoles.
- At residential universities, computer terminals in dormitories, perhaps one to every eight to ten undergraduates, twice that number for graduate students.

SR of Education wishes to thank Richard E. Clark and the staff of the ERIC Center on Educational Media and Technology, Stanford University, for their advice on this issue. The cover, showing a laser trace on a photographic subject, was done by Don Peterson. Along with our special supplement on educational technology, these related articles may be of interest: the Educational Products Information Exchange (EPIE), described in Up Front; TIES, a school-computer project, described in Schools; and "Convivial Tools," discussed by **Ivan Illich** in the essay beginning on page 63.

Why the choice of the term "convivial"? Illich responds:

"This choice was conditioned by the desire to continue a discourse which had started with its Spanish cognate. The French cognate has been given technical meaning (for the kitchen) by Brillat-Savarin in his *Physiology of Taste: Meditations on Transcendental Gastronomy*. This specialized use of the term in French might explain why it has already proven effective in the unmistakably different and equally specialized context in which it will appear in this essay. I am aware that in English 'convivial' now seeks the company of 'tipsy jollyness,' which is distinct from [the connotations] indicated by the OED and opposite to the austere meaning of modern *'eutrapelia,'* which I intend. By applying the term 'convivial' to tools rather than to people, I hope to forestall confusion."

In our research for the article on "Peace Studies," page 38, we requested comment from Henry Kissinger, the National Security Council, the Secretary of State, and the Secretary of Defense. All declined, saying either that they knew nothing about such studies or feared misinterpretation of any remarks. *Pace.* D.W.C.

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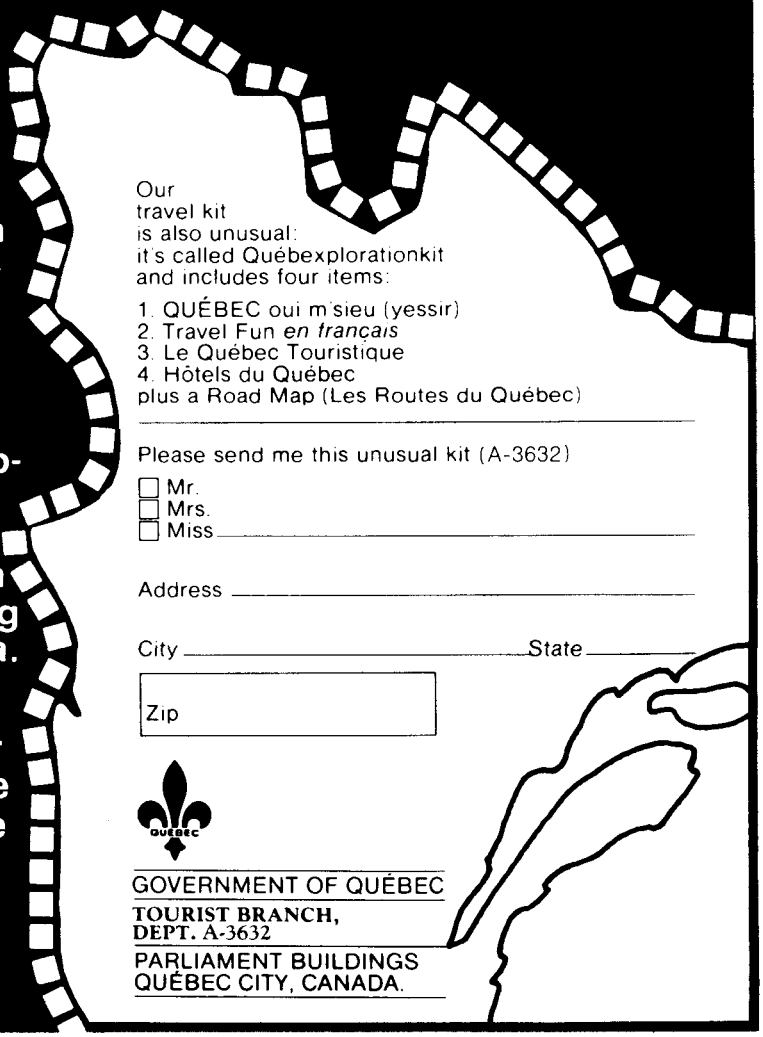

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- Economic and social systems in the public school microsociety.
- Are "educational" toys really educational?
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- Education beyond college.

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Maharishi U.

BY MALCOLM SCULLY

The speaker, representing "MIU," talked of "educating the whole man." Just another university president making another familiar plea for liberal education? Not quite. This speaker wore white robes and sat in the lotus position on a sofa covered with white satin. Behind him was a portrait of his teacher, Swami Brahmananda Saraswati. And as he spoke, he held a long-stemmed, white rose in his hands.

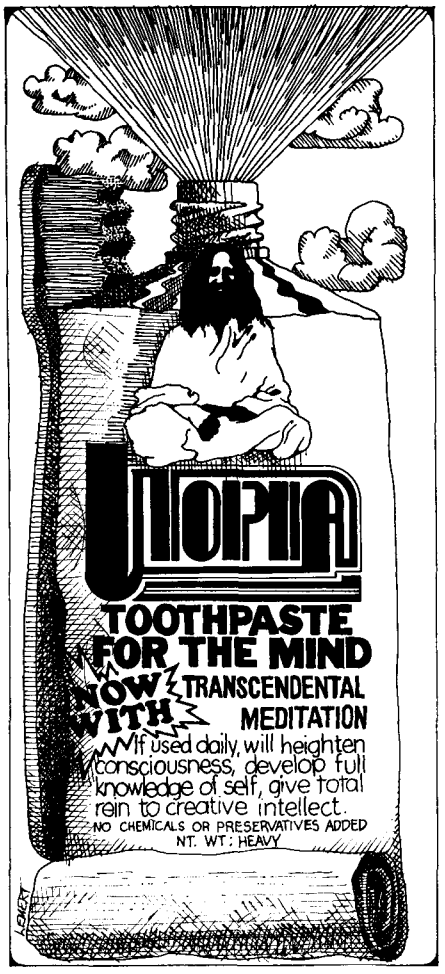
Maharishi Mahesh Yogi, chief proponent of Transcendental Meditation, guru to the Beatles, Mia Farrow, and the Beach Boys, had come into the heart of the academic world—the National Conference of the American Association for Higher Education in Chicago—to offer his "way" as the source of salvation for higher education.

The Maharishi (who founded Maharishi International University [MIU] —headquartered in Los Angeles—to train teachers of Transcendental Meditation) told the assembled college presidents, administrators, and teachers that they could produce a "golden age" of higher education if Transcendental Meditation were universally adopted in their institutions. He dismissed other efforts at reform as mere tinkering.

Such efforts are "too superficial," he said. "They may have their value, but the essential need of education is to develop a full citizen, a universal man on earth, and that will not be accomplished until we develop a full knowledge of the knower himself, knowledge of the subject as well as the object." Higher education is fragmented and uneasy, the Maharishi added, because it concentrates on knowledge of objects. The way to develop knowledge of the knower, the subject, is through Transcendental Meditation.

Transcendental Meditation is a technique that produces a slowing-down of the bodily functions and a heightened consciousness, the Maharishi explained. Once the "knower" reaches a state of pure consciousness through meditation, his "creative intelligence" can have full play, unimpeded by the stresses and strains of lesser consciousnesses. He

Malcolm Scully is a contributing editor of SR of Education.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recommended that the "Science of Creative Intelligence" (SCI) be added as a new discipline to the curricula of all colleges and universities.

That simple solution to higher education's problems didn't seem to gain many converts. Some members of the audience, in fact, were outraged: "An intellectual insult," harrumphed one academic vice-president. Most, however, had come to the meeting out of curiosity and left it amused but unconvinced. "It was better than spending an evening listening to Clark Kerr," said a professor from the Midwest.

Yet, if this encounter between mystical East and analytic West did little to bring the two closer together, the Maharishi and meditation have made remarkable inroads in colleges and high schools over the past several years. He was invited to this meeting because a member of the association's program committee, Sidney Reisberg of the State University of New York at Albany, is a confirmed meditator.

Much of the interest in meditation has developed because studies show that students of meditation have fewer drug problems. Last year the Illinois legislature, noting that meditation "shows promise of being the most positive and effective drug prevention program being presented in the world today," passed a resolution endorsing Transcendental Meditation. (During his visit to Illinois, the Maharishi addressed the legislature in Springfield, prompting one legislator to comment that he was the strangest speaker they'd had since Spiro Agnew.)

The use of meditation in drug prevention also has interested the National Institute of Mental Health, which has awarded a grant of $21,000 to train 120 secondary school teachers to teach the Science of Creative Intelligence in American high schools.

Now, through MIU, the Maharishi is seeking to create 3,600 centers around the world to train teachers of SCI. Each center would train 1,000 teachers, using a 33-lecture, video-based package developed at the L.A. headquarters. The Maharishi estimates that each center could teach one million persons, so that eventually all of the world's 3.6 billion people will be meditating.

That may sound utopian, he admits, but it is possible. "In a way," the guru said at a press conference in Chicago, "I'm like a sales manager who has a good toothpaste that he wants to get into every home. It just takes time—that's all." □

Learning at Night

BY NATHAN TEITEL

"But how can I look up those crazy words when I can't even spell 'em?" Miss Susan Feingold's beautiful, china-blue eyes almost dissolved in tears.

"Underline the words as you read," I suggested brilliantly.

"And dirty-up Shakespeare? It's a library book. It'd be just my rotten luck

Nathan Teitel is a playwright and adjunct associate professor of modern literature at New York University.

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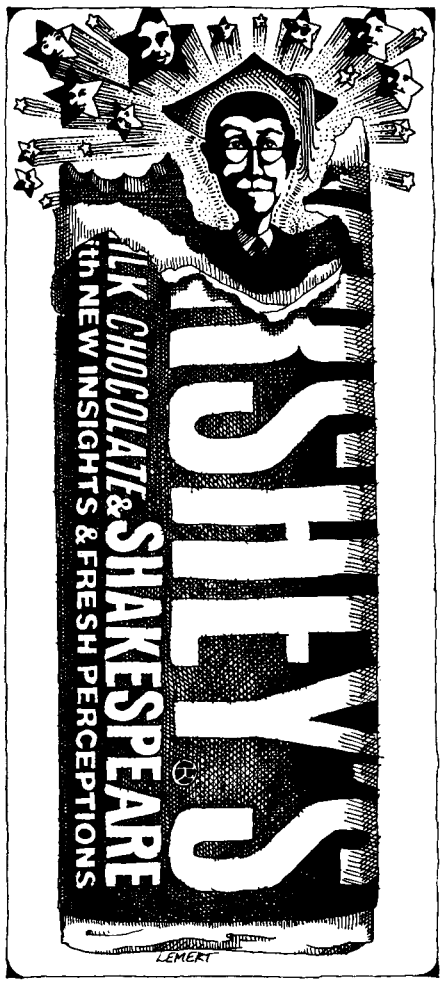

to get fined." For a moment my eyes strayed to her wondrous bosom. More than 20 years ago—I was still young. Miss Feingold cleared her throat.

"You could buy a paperback *Hamlet*," I said quickly. Her hair was spun gold.

"But I don't like paperbacks. They don't *feel* like books. And besides, I'm building a library. Permanent." A pregnant pause. "Don't worry, professor, I'll find a way. I always do. Thanks a lot." Walking out of the classroom, her hips subtly swaying.

In the beginning was the word. Tons of words, culled from the most fashionable New Critics, all neatly transcribed on a stack of white cards. On that memorable Monday, precisely at 6:10 P.M., I began my noncredit lecture on *Hamlet* with a hollow heartiness. But in the front row Miss Steigmuller was unwrapping a tuna fish sandwich, and next to her Mr. Elias was munching on a Hershey bar. I was forced to look up. Forty-three tired, hungry faces, ranging in age from 18 to a stray 70. My first class at New York University's School of Continuing Education, the largest adult school in the country. Most of my students had come directly from work: scrubbed nurses—still in uniform—chic secretaries, ravaged fashion models, engineers, computer operators, college dropouts, wan elementary school teachers, bookkeepers, and fugitive housewives. "Sorry if I disturbed you," said Miss Steigmuller apologetically as she carefully wrapped up the remainder of her sandwich. I stared at her for a long moment. In preparation for my trial by fire, I had wolfed a T-bone steak. "You can eat," I suddenly exclaimed. "You can all eat—if you want to. Hamlet won't mind." Silence. Not even a titter. (But did a fleeting smile caress Miss Steigmuller's pinched face?) I shoved my cards away and began again: "*Hamlet* is a play about a mixed-up human being—like all of us. . . ." The radiator in the corner stopped hissing.

The years ran. I taught courses in drama, poetry, the short story, and the novel. The faces were different, but the primary need was the same. What they invariably sought in literature was something more than either mere entertainment or cultural adornment; literature was always a means to an end, a tool to use in their unending search for self-realization. The classroom was their oasis: a place where they could feel free enough to give vent to their buried emotions and ideas. Everything had to be related to *their* lives, *their* experiences, *their* problems. Thus, in considering any work, background, biographical material, and specific content always came first. Form, technique, concepts of aesthetics—these had to be introduced obliquely. "Dreiser lays the truth on the line," pronounced Mr. Timothy Walsh, embryonic stockbroker. "You *bet* he does!" Miss Krakowski's sputtering, angry voice plunged on: "Not like Hemingway—that male chauvinist! He cares more about those dopey bulls than he does about women." Slightly irrelevant. But the free-for-all was on. At a judicious moment—or so I hoped—I raised my hand. They were ready now, eager, waiting for the revelation. I tried not to disappoint them.

Particularly for those students who never went to college, the man at the head of the class is the final authority—the highest court of appeal. I wore my robe diffidently. I couldn't do otherwise, since I learned as much from them as they did from me. Their insights and fresh perceptions never failed to amaze me. Always they insisted on getting down to the bedrock of human relationships: "Did Cordelia *have* to tell the absolute truth to her senile, old father?"

Anything can happen and does happen. Most of all I remember Mr. Vito Lauro, retired millionaire real estate broker. (He died two years ago.) Short, squat, and silent—until I talked about *Antony and Cleopatra*. I was holding forth, at some length, on Cleopatra's manifold attractions when, suddenly, Mr. Lauro's pudgy hand shot up. "Excuse me, professor, but why do you spend so much time on her? She was a slob. Just a plain slob. She never even took a bath. And she wasn't so good-looking, either. I could prove it." All faces turned to him. I finally found my voice. "Can I see you after class, Mr. Lauro?" "Sure," he responded. "The drinks are on me." Over the third scotch, he recited reams of Shakespeare by heart. The plays were the ruling passion of his life. "It all began," he said meditatively, "when I was shining shoes outside the Mosque Theatre in Newark. The gentleman gave me a free ticket as a tip. I went in, and suddenly I heard men talking like kings. . . ." He ordered another round of drinks. "You know," he said, after a long pause, "I'll tell you the truth about Shakespeare. He was God."

She waited until the class had hurriedly left to do their last-minute Christmas shopping. Then she slowly approached my desk, timidly placed a package on it, and rushed out. I unwrapped the tissue paper. It was a Hickok wallet. There was also a card: *Dear Professor—Thank you for illuminating me—Susan Feingold.* □

Ivy Admissions

BY DAN CARLINSKY

Five men walk into the small, sparsely furnished office of a young woman on the Columbia University campus. Four are white, one black; four have neckties, and one a mustache. A long table is backed up against the woman's desk, forming a T. The six sit down and open identical IBM-printed dockets, a few hundred pages thick. "Page 183, Grayson, Louis," says one man. They all read across Louis Grayson's one line in the docket: NO YES 64/326 640/710 AH650 EN590 FR700 M1680 454 455 333C 434 433.

Forty seconds later a high school senior has been admitted to Columbia College.

"There's always curiosity about anything that's confidential," Michael Lacopo, Columbia's admissions director, said before the session. "Parents—even the secretaries in our office—have respect for that closed door. The admissions meeting has to be confidential, because we're asking people to be candid in their appraisals. But just because the door is closed doesn't mean we aren't being reasonable and honest behind it."

Even if all interested parties could come behind the closed door, they

Dan Carlinsky has written often for Up Front. He lives in New York City.

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San Diego, Calif.
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might not follow most of the conversation, because admissions people talk a strange language.

"Let's call him a B." "B?" "I don't know . . . . The English achievement is very good." "The ability is there." "I like NYSB+." "He's not really AP." "He *is* AP. He's achieved very well in a good school." "Is it APB or an NYSB+?" (laughter).

"He got an A+ in economics, B+ in English AP, A in chemistry, A in math 12, A+ in German 4 . . . ." "Did he see good films?" "Saw *Belle de Jour, Women in Love, Diary of a Mad Housewife, The Prison.*" "He likes all the same kind of films, too." "Sick" (laughter). "Sick *women*" (more laughter). "Has Durrell's *Justine* down . . . *Such Good Friends* . . . perfect." "He's terrific! He's weird!" "B+." "Yes."

For each applicant to Columbia there is a tan folder containing perhaps a dozen pieces of paper—grades, College Board scores, recommendations, interview report, and four-page application with an essay. When the file has been completed, one officer plus one professor or undergraduate reads and digests it. Both record their impressions and give the applicant three number grades (for academic, nonacademic, and overall qualities) from 1 to 5. Any college in its right mind would grab the overall 5s; few would touch the 1s. The 4s will be admitted, most of the 3s will make it, and although some of the high 2s could sneak in, they certainly aren't sought after. In many cases the applicant's destiny has been written when these numbers have been inked in: there is a surprising agreement among readers, and often the presentation to the six people in the young woman's office is just for form's sake. In other cases there is discussion and haggling for three or four minutes.

To consider some 3,400 applications, the meetings go on all day, five days a week, for the eight weeks before April 16, Ivy Admissions Day. On a good day as many as 160 candidates will be admitted or rejected. Serious question marks are saved for the last few days, when a larger committee of professors and deans passes judgment.

By this day, early in March, most of the boys rated as 1s or 2s—or 4s or 5s—have been processed. It's mainly the 3s who are under consideration now, and most of them will be accepted. The problem is to assign each one who is admitted a financial aid rating—from B to A+, depending on how strongly the committee feels an award is deserved. The amount of the scholarship-loan-job package, in theory, will be based on the amount of need, but how much will be scholarship and how much will be loan and job depends on the rating of the admissions people.

The committee continues. "Next is Ralph Danvers, who does want financial aid. I gave him a 3+, 3—, 3+; second reader gave him a 3+, 3, 3. I wrote, 'Ralph is very dull, as a quick glance at the essay, the PIR, and the reading list will indicate. What saves him is his talent in mathematics. He has been taking an advanced program, and his achievements thus far are high. I suspect that he wouldn't be very much fun to have around, but he could make a contribution in math.' And Wellington says, 'Ralph is certainly solid academically, but he is rather narrowly focused. There is no doubt that he would do well in the math-science area, but he will be rather unnoticed around the campus.' He adds, 'Wait list at best.' I would go for B, but I can see a wait list."

"What's the record look like?" "Low grades in English and high scores in math. Last year 80 and 85 in English, 85 and 80 in American civilization, 99s in math, 92–94 in physics, 99 in biology, 97–94 in numerical analysis." "What's he want?" (pages flip). "Scientific research." "And how about the interview?" "Interviewer gave him 4—, 3—, 3+, and says, 'He obviously has the mental equipment to do well here, especially as his chosen field is math, but he's not interesting to talk to.'" "He'll win a Regents. How many for B?" "Instead of a wait list?" "Yeah, anybody who's that high has to be an admit." "How's he doing this year?" "Senior grades: English 91, American civilization 80, twelfth-year math 98, college chemistry 90, calculus 98 . . . . The power is in straight math." "Yeah." "How many Bs do we have? . . . People who want higher than a B? . . . All right, let's go B."

The admissions people sigh and drink tea from styrofoam cups. Folders come and folders go: two minutes, 90 seconds, 30 seconds. "Page 255, Peter Cooper Linden, who is the son of an alumnus. No financial aid. No achievement tests yet. I gave him a 2, 3, 2, and I said, 'A depressing SOA. Low grades, low boards, mediocre recommendations, and an application full of grammatical errors. All the recommendations emphasize his potential, which is probably just a way of telling us he's done nothing in high school. If the rather perfunctory essay he wrote is any indication, he probably wouldn't produce very much at Columbia.' And Tom said, 'His strongest letter of recommendation is from his study hall teacher. Everything in the folder suggests that he is not a serious student.' And we got his senior grades in, and they're just disastrous."

"How bad are they?" "Well, 60 in world literature, 76 in American history, 65 in math." "What was his dad's first name?" "He also had a brother who came here. . . . The father is William Eugene Linden." "That's too bad" (pencils scratching, pages flipping). "Next is on page 261, David Edwin Youngling . . . ." □

Help for Consumers

BY JAMES CASS

Kenneth Komoski testified before the House Select Subcommittee on Education last spring that "the largest single group of unprotected consumers is the 50 million school children who are being required to learn from educational materials almost all of which have been inadequately developed and evaluated." Komoski should know. As founder and president of the Educational Products Information Exchange Institute (EPIE), a kind of consumers' union for schools and school systems, he and his colleagues are providing evaluative information on educational products at a time when schools and classrooms are being flooded with instructional materials of every conceivable sort.

The need for some check on quality is dramatized by the phenomenal increase in the number of separate items available to the schools. In the early 1950s there were some 15,000 textbooks, workbooks, and related educational artifacts. Twenty years later, EPIE estimates that there are nearly 250,000 textbooks, workbooks, films, filmstrips, transparencies, audio tapes, video tapes, programmed instruction materials, simulation games, paperbacks, and multi-media instructional "systems." New technologies, new media, and federal money have sparked this explosion of new materials. But only a tiny percentage of them are subjected to any field testing before they are put on the market.

EPIE estimates that 99 per cent of the materials used in the schools have not been field tested—to say nothing of being subjected to what Komoski calls learner-verification, which involves actual use in the classroom and subsequent revision if needed. Most field testing of textbooks occurs immediately before publication, when there is no longer any possibility of revision. EPIE reports, too, that some "field testing" consists of no more than informal feedback from the company's book salesmen or off-the-cuff comments of teachers. The most damning commentary is directed, not at the producers of instructional materials, but at the schools.

James Cass is a consulting editor of SR of Education.

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"One reason why commercial producers have not adopted the verification process," Komoski says, "may be that few schools look for evidence of learner-verification when selecting curriculum materials."

EPIE was chartered in 1967 by the Regents of the State University of New York as a nonprofit corporation, in an effort to provide more protection for the educational consumer. Today it is providing information and evaluation services to some 4,000 schools. Product information is collected from the producers (particularly the stated learning objectives of a product and the conditions under which it is designed to be used), from professional analysts (independent evaluations), and from users (what experience with a product tells others about its effectiveness). In addition, EPIE is starting its own product-testing laboratory.

EPIE offers a variety of services to member schools. It publishes nine Educational Product Reports on specific classes of products annually. Five of these are in-depth reports that cover every aspect of the materials concerned, and four are in-brief reports providing professional analyses and evaluation of products. *EPIEgram*, the educational consumers' newsletter, is published twice each month and reports more briefly on such current issues as "Performance Contracting in Dade County: What Happened?"

Special in-depth information inquiries are designed for school systems that are concentrating on major product purchases in one or two areas in a given year. And a program of in-service training in product evaluation aims to improve the sophistication of selection procedures in local school systems.

Industry's initial response to EPIE was something less than wholehearted, but increasingly producers of educational materials are welcoming evaluation of their products and suggestions for improvement. Member schools are also widening the channels of two-way communication—every month EPIE receives feedback from about 10 per cent of the subscribers to *EPIEgram*, providing leads to limitations of equipment they are using.

EPIE is still in the process of development, and on occasion its reach may have exceeded its grasp. But its achievements in breaking new ground in providing protection for the educational consumer have been notable, and its objectives have remained constant.

As Komoski has said, "Everything that can be done must be done to get the education industry to fulfill its potential, not by providing the schools with endless—but in the end trivial—options, but by supplying effective alternatives for individual learners." □

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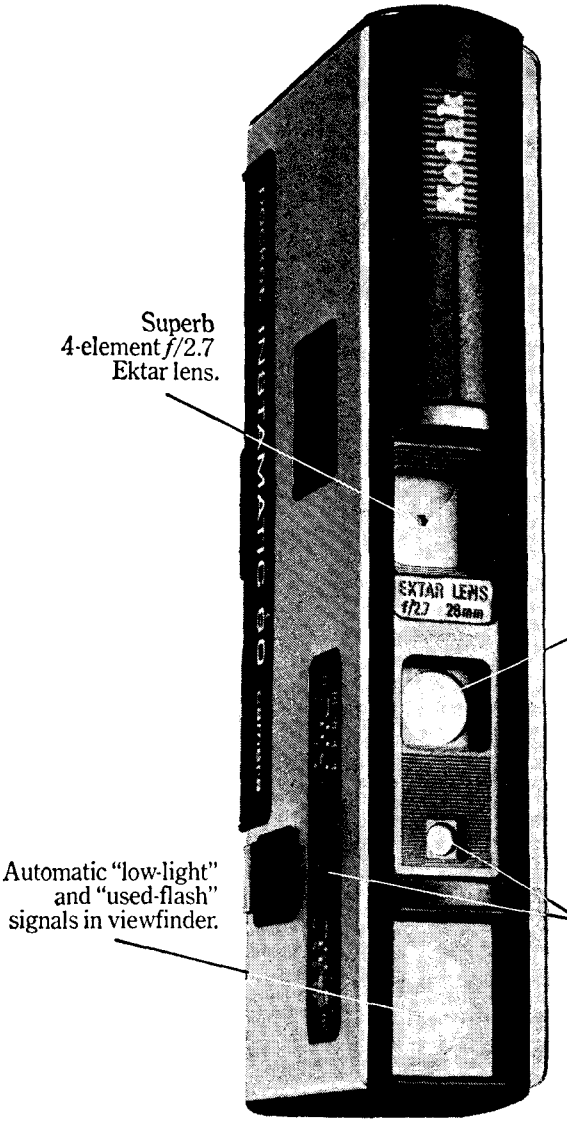
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Family Reunion

BY JOHN EGERTON

There is no way to measure how much of what is now Vanderbilt University was made possible by the benevolences of Cornelius Vanderbilt and his progeny, but it would not be extravagant to estimate that they are responsible for about half of the university's $160 million endowment, almost half of the more than 200 acres of its Nashville campus, and perhaps a third of its $120 million physical plant. Last March 17 the university marked the one hundredth anniversary of its founder's day and opened a 30-month centennial celebration with a gift of its own to the family: it invited every Vanderbilt it could find in the family tree—almost 800 descendants of the commodore, in 217 different families scattered around the world—to a weekend of southern hospitality on the campus.

Most of the 122 descendants who showed up for the festivities had never met one another. They ranged in age from 1 to 81, in ideology from the Old Right to the New Left, in interests from politics to polo, and in vocation from bankers and businessmen to social workers and farmers. "Can you imagine the extremes?" said Mrs. Robert Carswell, a great-great-great-granddaughter of the commodore. "It's been fantastic —liberals, conservatives, longhairs, the Duke of Marlborough, Benny Goodman's wife—it's almost humorous, really, and the university has been so dignified about it all. The whole thing is a brilliant idea."

The family was housed in the top three floors of a high-rise Holiday Inn adjacent to the campus, and they were whisked to a succession of social and ceremonial occasions by chartered buses. About two dozen members of the family passed up the top social event, a black-tie dinner; they chose instead to squeeze into the Ryman Auditorium in downtown Nashville for the Saturday night performance of the Grand Ole Opry.

The big ceremonial event was a service of commemoration in the university chapel, and it had all the pomp and circumstance of a royal spectacle —Bach and Haydn, a trumpet herald, chorales by the concert choir, the flags of 48 nations (homelands of current Vanderbilt students), and a full-dress academic procession.

Not everyone was impressed. One member of the family characterized a chapel ceremony as "much ado about nothing," and a faculty member remarked during the processional, "I hope they only do this every 100 years." But in the main, the university's hospitality charmed and delighted the family. Only one descendant of the founding father has ever studied at Vanderbilt, only two have ever served on its board of trust, and until the reunion only a handful had ever visited the campus. "They couldn't relate to all this," a university official said. "It was something their eccentric ancestor did." Another of the commodore's descendants put it somewhat differently: "I'm sure all of us must have known that there was such a place as Vanderbilt University, but I doubt that any but a very few knew how much of a driving force the commodore and his sons and grandsons were in its creation and development."

What did the university's students make of all the stir? "Most of them don't even know all this is going on," said Mary Elson, an editor of the campus newspaper. "Only a few students are involved in any of the festivities, and the rest probably couldn't care less." That view was confirmed by a student who waits tables at Friday's, a pub near the campus where the student trade is heavy. "I don't know much about the centennial or who's here," he said. "About all I know is that we're supposed to keep the campus clean." □

John Egerton is a contributing editor of SR of Education.

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Alumni Notes

Some people are never at a loss. One of them, a recent college graduate, wrote to his alumni magazine as follows:

"Sirs: You ask for news of me. Very well. At present I am in Kaiser Hospital, San Francisco, recovering from a motorcycle accident on the Golden Gate Bridge that very nearly took my life. As it is, I only lost my spleen and a great deal of blood. This is my second such accident in five weeks. After the first one, on October 31, I went in debt to the tune of $500 to have my bike repaired. The bike is now destroyed. I am employed as a teacher's aide in San Rafael, a suburb of San Francisco, and I bring home the princely sum of $175 a month. My indebtedness from my first accident now cuts this in half. A few weeks ago the woman I have loved for over a year left me for another man. Trite as it sounds, that's what happened. Last summer my most prized possession, my hi-fi system, was stolen. On the other hand, people are still impressed when I tell them I went to Harvard."

Lay Christopher Fox, '71

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TRAVEL

Petit Hotels

BY MICHAEL BERRY

I might as well admit that I have sampled such grand hotels as the Excelsior in Venice, the Royal in Stockholm, the Ritz in Madrid, and I've enjoyed their classically posh accommodations. But I have switched to "petit hotels," a term I use to describe hotels with a limited size and special charm. Anonymity is a virtue of petit hotels, but they are really set apart by the interest their owners take in the guests. A Philadelphia socialite who owns a Caribbean petit hotel once gave me this explanation of her low rates: "If I charged more, I wouldn't get the characters."

I owe my introduction to petit hotels to A. J. Liebling, who, besides being a top-notch reporter, was also a talented traveler. Years ago, before Fidel Castro came to power, Liebling recommended the Ambos Mundos in Havana, a hotel that never made the travel agents' lists. Its location in the old part of town did little to inspire confidence. The hotel had no lobby, and the rooms were far from luxurious. However, the host's warm welcome more than made up for the lack of plush appointments. Here, under grapevines, I met the other guests, among them Mr. and Mrs. John Dos Passos. Hemingway had written *A Farewell to Arms* at the Ambos Mundos, and he still spent an occasional night here after a drinking bout at the Floridita, a few blocks down the street. Manuel Asper, the proprietor, felt that he owed his guests more than room and board. He gave rooftop parties for them, took them to his club, or shared the countryside with them in Hemingway's station wagon. Not only did I have a marvelous time at the Ambos Mundos, but I discovered that a traveler could become an instant friend instead of a cold-cash customer.

This feeling was even more pronounced in Haiti at the Hôtel Aux Orchidées, an inspired petit hotel, run by a lovely woman from California. Situated in Pétionville, just above Port-au-Prince, the Orchidées attracted a colorful crowd, which included a playwright, an alcoholic radio star, an Italian filmmaker, Cab Calloway, and an assortment of people with literary, theatrical, or absolutely no ambitions.

The inefficiency of the place was striking, but so were the bottles of Bordeaux or champagne that appeared at your dinner table, compliments of the management. One afternoon the proprietress quietly left for a weekend in the mountains, abandoning her guests to their own devices. A committee was formed to check in the arriving guests and to collect bills from those about to leave. The tom-tom of drums in the hills and the tinkle-tinkle of three-star Barbancourt in the glass kept the guests happy until the owner returned.

Owners of petit hotels have a tendency to be snobbish. A Frenchman who operated a small, stylish inn on Guadeloupe steadfastly refused to learn English. "All persons of culture speak French," Mario would proclaim, "and persons without culture—they are not welcome here." One morning he asked me to translate a letter from a vice-president of a world-famous company in Rochester, New York, requesting a reservation for him and his wife. "Who is this person?" Mario asked with raised

eyebrows. When I explained the man's position, he shrugged, "A nobody!" and crumpled the letter in his hand.

Jorge Contreras is a fine artist. He repairs and repaints the saints of all the churches in Tehuantepec, in the Mexican state of Oaxaca. He also owns the Hotel Oasis. Once you have registered, you become part of his family and part of his life. He will take you to the fiesta or on a fishing trip; you carry the tackle, bait, and guitar (all three are of equal importance when you go fishing in Mexico). The first time I stayed at the Oasis, there were no room keys. "All doors have Yale locks—they lock automatically," Jorge said. "And when you want in, I'll open the door for you." But I wasn't satisfied. I wanted my own key. "All right, if you insist," he finally said and returned with a large table knife. "Look, you insert the knife in the door and s-q-u-e-e-z-e the lock open." From then on, whenever I came back from a stroll, the Zapotec girl behind the desk would reach into pigeonhole number 7 and hand me the knife, saying, "Your key, *Señor*!"

Now the rooms of the Oasis have keys, but otherwise the hotel remains unchanged. You still choose lunch by looking in the refrigerator; if you don't like what you see, the management will buy you an iguana in the market.

Among the high-rise hotels of Ibiza, an unobtrusive petit hotel is managed by an art-loving lady with a sense of style and true luxury. When the mood strikes her, she will load her guests aboard a cabin cruiser, stocked with hampers of food and cases of wine.

Occasionally petit hotels pick their guests. Having checked into the squarely commercial Hôtel de Sube at Saint Tropez, I was strolling in the direction of the beach when a bartender waved to me from across the street. He was in need of a drinking companion. After the third *pastis*, he admitted that he wasn't a barkeep at all but a retired industrialist who operated a small hotel for his own pleasure. He had a room for me, he said, and the fact that I had just checked into another hotel bothered him little. Without a moment's delay he dispatched his son Jean-Pierre to pay my bill, pack my bags, and bring them over. He thought I'd be happier at his hotel—and he was correct.

Since petit hotels are not listed anywhere, how does one find them? Word of mouth. Whim of chance. One can discover them by visiting local art galleries or book shops and talking to the owners. There are English-owned petit hotels on Portugal's Algarve coast and French ones in Morocco. Of course, it takes a little practice to recognize them from the outside, but the immediate smile and perhaps an offered cup of coffee or a drink before you've made a commitment are sure signs of the petit hotel. A probing look at the guests can be helpful. Are they the kind you would like to see across from your breakfast table? At times people you meet at a café or on the beach will give you a lead. That's how I found my petit hotel on the Greek island of Ios, where the bouzouki tinkles and the ouzo flows. The only bank on the island was an old desk tucked between sacks of dried beans in the local grocery store. In the next hotel room were an Andalusian cowboy-actor with a ring in his ear and a gorgeous model from Boston. In the room to my left there was a TV producer on a leave of absence from the BBC. The daily rate was $3—including a huge bathroom and a furnished balcony overlooking the wine-dark sea. It was sheer luxury. □

Michael Berry is a freelance writer and an experienced traveler.

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EDITORIAL

What Is Technology for?

Our guest editorialist, Martin Mayer, is author of About Television; Madison Avenue, USA; Lawyers; Wall Street: Men and Money; *and* Schools: the U.S. School System.

"All you have to tell me about a man," Mark Twain once commented, "is that he's human; you can't say anything worse." Technology, only a few brief years ago, seemed destined to be the way in which education would be at least partially dehumanized (in the benign sense). It would get rid of the prejudice, the vanity, the irrelevance, the excuse mongering, the *expense* that accompanies everything human. In the school as at the office, machines would do much of the work and assure that it got done well. Failure would be eliminated; and because it would be possible for students to work individually with the machines (rather than in groups with the teacher), education would cater to individual needs and aptitudes as never before. But it hasn't turned out that way, and the time has arrived to pick up the pieces and see what can be salvaged.

Educational technology has become a catchall category for things that plug into the wall, including overhead projectors and slide carrousels keyed to taped lectures. The only devices really worth talking about, however, are the language lab, television, and the computer. All three are still with us; all three may ultimately be of major significance; none has yet made any significant impact on American education.

The language lab is the saddest story, because it exists almost everywhere, offers the easiest opportunity for teacher *use*, but has virtually been abandoned. It could serve as the paradigm for the theory that hardware should come into existence only when a man with an idea for software really needs it. Instead, we had nothing to put on the tapes for use in the language labs except dialogues right out of the textbooks. Little work went into attempting to structure and sequence materials, to vary them for the differing attitudes and aptitudes of students, or to use the miraculous new opportunity for students to hear themselves as others heard them.

Television is in less desperate shape, largely because American education lucked into the Children's Television Workshop, where a combination of expertise, talent, money, and plain intelligence enabled a congenial pairing of television professionals and academic researchers to gain access to students outside the school environment. Once *Sesame Street* was in three million homes a day and teaching important elements of symbolic representation and cognitive organization to large numbers of preschool children, the schools themselves gave entrée to *Electric Company*, a much more systematic (though unsequenced) approach to reading skills than most teachers could possibly work out for themselves.

Many of the technical barriers to the effective school use of television are on the way down. The multiple channels of cable probably will make it possible to pipe a number of different programs into schools at every hour of the day—which also means that any one important program, like *Electric Company*, could be made available constantly through the day to fit anyone's schedule. Other possibilities are opened up by the spread of videotape recorders.

Practically, televised instruction is the most important of the new educational technologies; conceptually, it is the least interesting. As Wilbur Schramm pointed out more than a decade ago, television is by its nature primarily an entertainment, rather than an informational, medium. The program controls the viewer's time scale, much in the way that a storyteller does; individuals simply cannot be encouraged by television to move at their own pace or find their own paths to the heavenly city. Samuel Gibbon, of the Children's Television Workshop and Harvard, argues that richness of production values makes it possible for different children to take substantially different things from the same televised sequence, but it must be faced that televised instruction is the polar opposite of the open classroom. This is very different from the traditional argument that television "can't teach"; of course it can, and what CTW research director Edward Palmer calls "presentational learning" is an important part of everyone's education. Television may well be the most efficient way to bring whole populations to minimum skill levels at a feasible cost. But televised instruction shares many of the weaknesses of the textbook-as-cookbook in a classroom.

Computers are sexier than that. In addition to being what George Grossman of the New York public schools calls "the best electric train any kid ever had," the computer can organize the complexities of education in ways beyond the capacity of any individual teacher or student. Typically, the new tool has been used most often to handle an old problem—scheduling.

With the arrival of the time-sharing computer and its attendant terminals, it became possible to use the machine for actual instruction. There are three available modes—computer-based (CBI, the computer as super-teaching machine in the Skinnerian sense, programmed to reinforce operants not previously in the student's repertory); computer-assisted (CAI, the computer as auxiliary tutor, helping the student master concepts taught in more traditional ways); and computer-managed (CMI, the computer programmed to test students and to assign appropriate units of work to be performed without the help of the machine). In practice, the first two modes blend into each other, partly because it is almost impossible to drill without teaching, partly because nearly everyone involved in CAI sees it as a first step to an ultimate CBI system.

In CMI one outstanding venture appears to be in Philadelphia. The site of the pilot project, now expanded to half a dozen other schools, is Conwell Middle Magnet School, where the teaching staff and consultant researchers developed a list of 69 "minimal objectives" that *all* children should achieve by the end of the eighth grade. Some 700 "packets" of material were developed to teach these objectives, each packet coded by its reading level, conceptual difficulty, "learning style" (visual, auditory, kinesthetic), and "cognitive style" (concrete or abstract). Through teletype terminals the computer tests each student for reading and aptitude and for tendencies to work better in one or another of the "styles." Then the computer matches the student to packets that will be helpful, tests for mastery at the end of the work, and assigns the next packet.

John A. Connolly of Research for Better Schools, who directed this experiment, reports that last year nearly all students did indeed reach virtually all the "minimal objectives" set for eighth-graders. Exactly what is meant by such a statement is, of course, difficult to determine. Time has not blunted

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the force of David Page's warning against the "impedance match" of programmed instruction and machine-scored tests. But there is in this case one unquestionably valid statistic: Mrs. Mildred Wilson, principal of Conwell Middle Magnet School, reports that at a time when other middle schools and junior highs in the Philadelphia area had attendance records under 80 per cent, more than 90 per cent of her students showed up every day.

Computer terminals are increasingly common in schools, and microminiaturization has made possible the development of powerful small computers with time-sharing capabilities, suitable for in-school installation. Much work must be going on that is not being reported anywhere, and some of it may turn out to be more important than anything that is being reported. But the reported material seems to include nothing at all of what should be—at this time, in this place—the central use of computerized instruction: *for research on what happens in teaching.*

The beauty of Skinner's programmed instruction is that it made possible for the first time the creation of a large-scale library of student responses. Everybody knows that the best teacher is the one who listens well and can figure out what a student thinks he is saying. With Skinner's teaching machine, for the first time this gift could be systematized and the results put at the service of education as a whole. Alas, it turned out that most of those drawn to programmed instruction were dull folk and most of their employers were greedy. Between the two we got suffocated programs and wholesale refusal (with a few exceptions like Patrick Suppes of Stanford) to accumulate and analyze student responses to items.

The arrival of the computer multiplied exponentially the opportunity to study children's responses to instructional stimuli. Whatever can be said for or against the beasts, computers have glorious memories. (The best statement of sophisticated concern about a computerized future is Harry Kalven's worry that through the computer "mankind may lose its benign capacity to forget.") Correctly programmed, computers could store and categorize vast quantities of student responses and could generate actual information about what helps and what confuses different students in their progress toward what are, after all, similar results—for most of the questions asked in elementary and secondary education, there are, in fact, right answers. What has been lacking to date is any great sense of technology as a tool for discovery. How odd, when you think about it: what else is technology for?

MARTIN MAYER

LETTERS

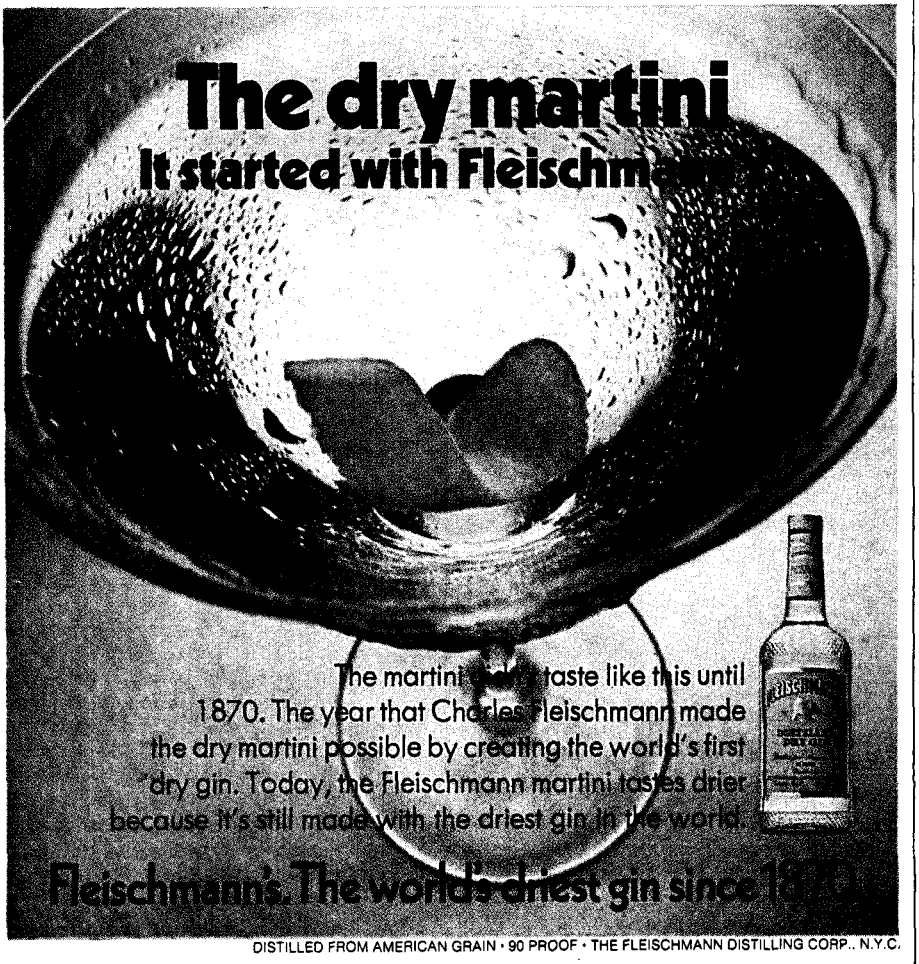
Behaving the Way Simon Says

Daniel Zwerdling correctly identified teaching children to "adjust to totalitarian situations" as the chief criticism of such endeavors as the behavior modification experiment being conducted in a Silver Spring, Maryland, school by the Institute for Behavioral Research ["Programmed Learning," *SR of Education*, April]. He coupled this comment with Jim Filipczak's rejoinder "people are constantly being behaviorally modified anyway." Mr. Zwerdling made no attempt, however, to explicate the more serious problem implicit in behavior modification projects of this nature. We are lesser people because our society functions on the principle of "what's in it for me." Unfortunately, this is characteristic of the pragmatic orientation indigenous to our society. If that which is human in humanity is to emerge, an intrinsic reward system, diametrically opposed to that perpetrated by Filipczak and his associates, must be given an opportunity to flourish in our nation's schools.

John W. Burns
Assistant Professor of Education
Hobart and William Smith Colleges
Geneva, N.Y.

Quite frankly, we expected to find some minimal reporting of the project's results, information which was provided to Mr. Zwerdling during his lengthy visit. The article disregards the satisfaction of participating students, parents, and school staff. Parents and students give their informed consent at the beginning of each project year, are continually apprised of project operations and results, and may terminate their participation at any time. The article ignores the objectively measured and verifiable improvement in the students' academic and social performance. While caution must be exercised in citing grouped academic gains from various academic skill areas, the junior high school students in the project generally achieve 1.5 to 2.0 years of academic progress per year, compared with 0.8 years for a matched control group. This is a marked change for these students, many of whom are functioning more than two grade levels below their placement and are experiencing their first taste of academic success.

The social adjustment of project students in their other classes also improved over the year. There were five times more disciplinary referrals for control students than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for project students during the last six-week report card period.

In developing the project, we thought it was appropriate to involve students, their parents, school staff, and community leaders in constructing academic and social objectives. It also appeared proper to train staff to use proven learning programs, high-frequency and positive personal contacts (recently, averaging 12 contacts per student per hour), and other consequences approved by both the students and their parents in the attainment of established goals. Regrettably, the selection of facts, their presentation out of context, misquotation of project staff, and the associated cartoon provided a distorted view of this project's operations.

The sarcastic tenor and subjective evaluations of this article appear to us entirely inappropriate; they neither promote your readers' understanding of such general educational issues nor provide them with a reasoned view of the specific project.

James Filipczak
James Breiling
PREP Program
Institute for Behavioral Research, Inc.
Silver Springs, Md.

More or Less Mothering?

Sara Stein and Carter Smith stress the importance of parent involvement in child development in their article "Return of Mom" [*SR of Education*, April]. But for them "parent" is synonymous with "mother." Stein and Smith have made me an invisible man who has no role with, or importance to, my children. On the other hand, 9 of the 13 people referred to who study child development (such as Piaget and Bronfenbrenner) are male. It would appear that a man's role in child development is limited to studying other people's children.

Peddrick Weis
Newark, N.J.

Editors' note: Mothering is clearly where it's at, but fathering is where it may be. See future issues of SR of Education.

I am quite sympathetic with many of the points raised by Stein and Smith relative to the great importance of parents in the lives of their children. I am very much perplexed, however, over one of their statements: "Children thrive better in bad homes than in good institutions." While increased professional awareness of the vital and primary role played by parents in the lives of children may well be in order, many parents value the social and learning experiences available to their children in a school or center group. In addition, many parents work, and while they are doing so, the care and development of their children must be entrusted to others.

Kathleen Hoover Dunlop
East Lansing, Mich.

"Hey, It's a Sub"

I read Michael Lester's "Survival Guide for Substitutes" [*SR of Education*, April] with levity and seriousness. Having recently become a "sub," I welcome any understanding or helpful hints I can get. Any sub knows the feeling of uncertainty upon hearing that first gleeful shout, "Hey, it's a sub!" Or the anguish that comes when a young innocent leaves your class saying, "If you think *our* class was bad, just wait until fifth period!" Mr. Lester seems to make the point that a sub need not be just a temporary baby-sitter or program dispatcher but a temporary teacher as well. The games, riddles, and points of discussion offered may perhaps introduce some thinking into the classroom—for the teachers as well as the students.

Emily E. Lacoe
San Diego, Calif.

Brain Power

I was very interested in James Fixx's article 'Brains" [*SR of Education*, April], concerning the problems of the highly intelligent, and for the most part found myself in agreement. Just as the student who had divided five evenly by two was labeled "smart aleck," I was diagnosed as being maladjusted and retarded when I was in first grade. Among other offenses, I had corrected the teacher. She had told us that one and one is two, while I insisted that one *plus* one *equals* two. Certainly, high intelligence causes problems, but despite all problems, most bright people wouldn't trade their intelligence for anything in the world.

Alice Falk
Morristown, N.J.

Looking for a Man

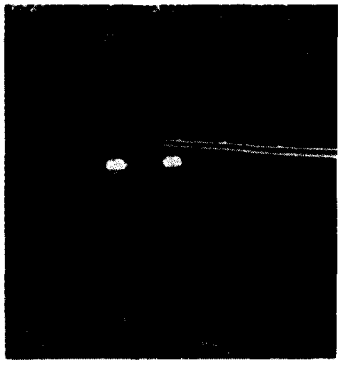
I was struck by Jim Schoettler's observation in his article "Male, Damn It" [*SR of Education*, April] that a large number of children have no real relationship with a man. I have worked with children for several years. Some of the children were rich, some poor, some came from broken homes, some didn't—but there was always a desperate need for some kind of affectionate rapport with a man. For the children who did have fathers around, the fathers often seemed too busy or too preoccupied to deal with their kids. Most often, however, they just didn't know what to do. One of the greatest tragedies occurs when a child—who has a father at home—has to come to a person like me to sit in someone's lap.

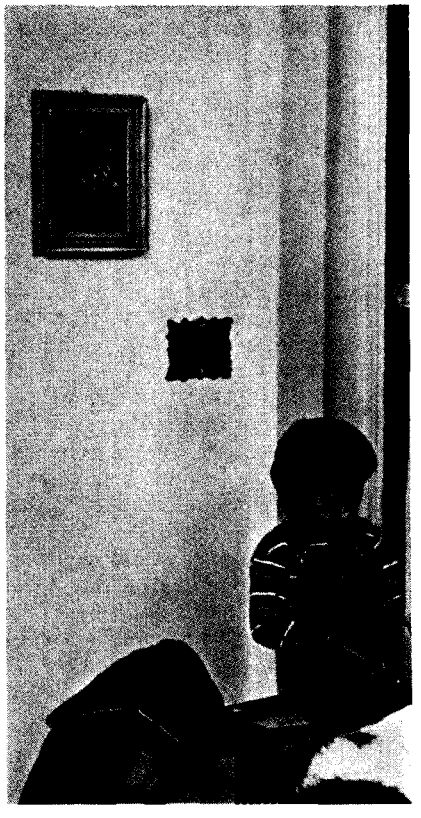
John Boomer
Goshen, Ky.

Casing the Camp Scene

When I was ten years old, I was sent to one of those summer camps mentioned in Ellen Bilgore's article "Off to Summer Camps" [*SR of Education*, April]. I did not then, and I do not now, understand why anyone in his right mind would trade the comforts of civilization for the bare necessities of life. I fail to find any educational value in living in clammy shacks, shaking various vermin out of one's clothes, and traipsing to an outdoor cold-water privy through a sea of mud. I see no sense in voluntarily enduring six weeks of regimentation that schedules one's eating, sleeping, playing, and even writing letters to parents. Perhaps things have changed in 20 years, but at the time it seemed to me just a rustic jail.

Mrs. J. M. Johnston
Silver Springs, Md.





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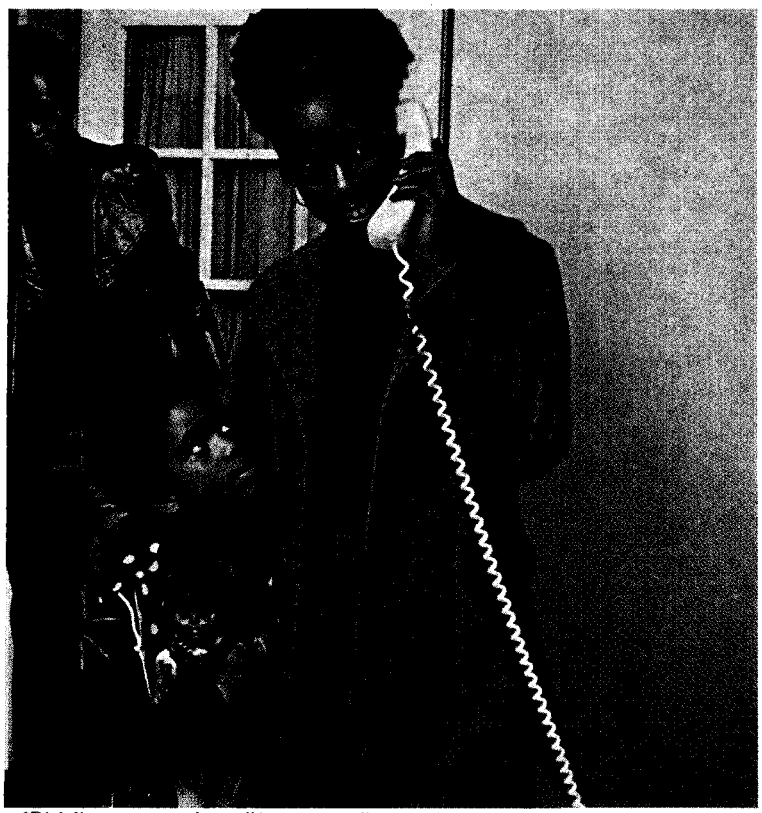

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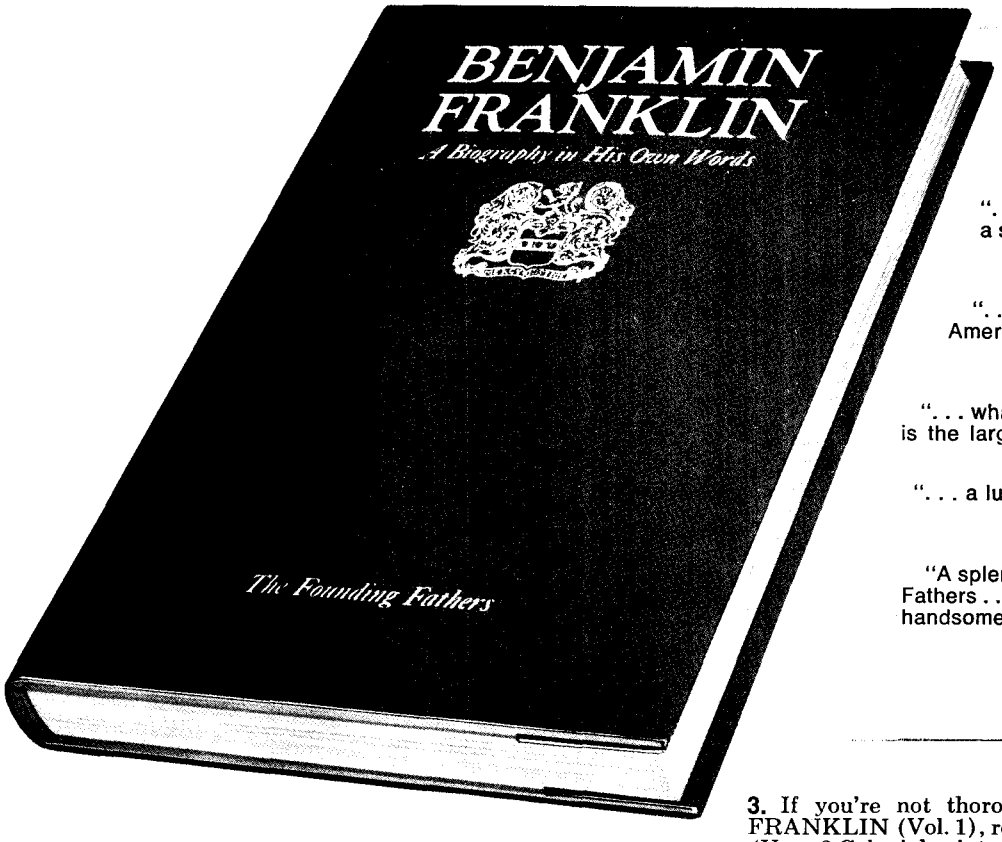

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BY BRUCE DOLLAR

Child Care in China

"Everything is planned."

The old art of China watching is giving way to China witnessing, and one quality of the new China that seems inevitably to impress all recent visitors is the extraordinary vibrancy of Chinese children, from the very youngest to the adolescents, who already tower so noticeably over their grandparents. During my own recent trip within China, my companions and I saw for ourselves the exuberant self-confidence that seems to infuse all Chinese kids, whether they are performing for strangers, participating in a classroom exercise, or playing by themselves.

"Ours is a socialist society; everything is done according to plan." This pronouncement, with which our various Chinese hosts so frequently prefaced their answers to our questions, provides a starting point for understanding how this spirit of exuberance has been achieved. Although Chinese society is largely decentralized to encourage local self-sufficiency and diversification, the whole is knit together by an administrative structure that is more or less uniform from city to city and, somewhat less, from commune (or network of villages) to commune. It is a framework that provides an efficient system of communication and has helped produce a remarkable social cohesion based on commonly held goals and values—which themselves are informed by the teachings of Mao Tse-tung.

The consensus is particularly apparent with respect to the care and training of the young. This is hardly surprising when one considers the enormous stock the Chinese place in producing what they call "revolutionary successors," an apt phrase in a country where revolutionary consciousness has been maintained largely through vivid comparisons with the "bitter past," and where the problem of continuing the revolution into succeeding generations is paramount.

Thus, throughout our visit we constantly encountered—with amazing consistency at various points along a 2,500-mile itinerary—several major ideas about child rearing in the numerous conversations we had with people in child-related institutions: families, nurseries, kindergartens, and schools. These themes—especially the subordination of personal to social needs, respect for productive labor, altruism, cooperation, and the integration of physical with intellectual labor—together describe the kind of citizen China hopes to produce. The techniques employed to achieve these values are in practice virtually from infancy.

During the years before primary school, which begins at the age of seven, a series of public child care facilities is available to parents who wish to use them. In the cities, where patterns are more uniform, a mother's maternity leave (paid) usually terminates 56 days after birth. Since breast-feeding is the rule in China, the mother may then place her child in the nursing room at her place of work. Most work institutions—factories, hospitals, and government offices, for example—provide this facility for their employees. In a typical arrangement the mother has two half hour breaks, plus, lunch, to visit and nurse her baby during the work day. After work the baby returns home with the mother.

Nursing rooms provide care for infants up to one and a half years old; then they may be sent to one of the various kinds of nurseries. Some of these are attached to the work place or located in the home neighborhood; they may be open only during the work day, or they may be "live-in" nurseries, where children stay overnight and go home on weekends. Kindergartens, usually located in the residential areas, generally care for children from three and a half to seven years old and may also be either part-time or full-time.

In a country in which over 90 per cent of all women of working age do work, it might be expected that a similar percentage of children would therefore receive some kind of institutional care. But there are options. The most common is to leave the child in the care of grandparents, who frequently live with the family. Another alternative is to make arrangements with a friend or neighbor. Estimates vary from place to place, but in most cities no more than half the children of nursery school age are in attendance. For kindergarten the figures are higher, especially in the cities, where attendance is over 80 per cent.

Since child care is decentralized, different localities often make their own arrangements, which may not conform to the usual patterns. This is particularly true of rural areas, where a lack of resources and the persistence of custom probably account for a lower incidence of public child care facilities. One small village we visited, the Sha Shih Yu Brigade in northeast China, had no permanent facility; only during harvest time, when all hands were needed in the fields, was there organized care for small children. A child care center located in a coal-mining area near Tangshan, on the other hand, served 314 children divided into at least five separate age groups, from 56 days to six years old.

How do these institutions work to socialize the children under their care? And what are they like for the kids? In spite of the diversity in organizational structure, the remarkable similarity from place to place, both in the values espoused and the methods used to inculcate them, seems to support a number of generalizations.

One quality that is sure to strike an American observer is the preponderance and the style of group activities. A common example is the "cultural performance," usually presented for visitors. Whether they are songs from a revolutionary opera, dances to celebrate a harvest, or a program of folk melodies played on traditional Chinese instruments, these performances are always presented by groups, and it is impossible to pick out a "star."

Although there were exceptions, many early child care facilities we visited seemed rather poorly supplied with the variety of toys and materials that the conventional wisdom in the United States says should be on hand to enrich and enliven a child's environment. Although this may have been due to a simple inability to pay for more equipment, the teachers we spoke to did not seem to consider it a shortcoming. Perhaps this is because Chinese children are generally expected to rely on each other for stimulation—at any rate, this seems to be the effect. The situation provides an interesting contrast to that in the United

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States, where the highly desired "rich environment" often means that kids interact with inanimate materials more than they do with other people.

The small children we saw were not without playthings, however. There was always at least one toy for each child—typically a rubber or plastic doll of a worker, a peasant, or a soldier. Rocking horses were also common, as were military toys and playground equipment that could accommodate many children. But in general the emphasis was on group play. One recent American visitor to a Chinese nursery school reports noticing that the blocks seemed awfully heavy for small children. "Exactly!" beamed the teachers. "That fosters mutual help."

Chinese teachers actively encourage such group behavior as cooperation, sharing, and altruism. "We praise a child when he shows concern for others' interests," said one kindergarten teacher. "For example, at meal time teachers give out bowls and chop sticks. If a youngster gets a nicer bowl and gives it to someone else, we praise him for it. Or when the children are asked to select a toy and a child gives the best one to a classmate, we praise that, too."

Even in a competitive situation, this teacher said, helping another is more important than winning. "When the children run in a relay race, sometimes one will fall down, especially if he's small. If another child stops to help him get up or to see if he's all right, even though his own team might fall behind, we encourage this." The approach contrasts markedly with methods used in the Soviet Union, another country that stresses the collective in its child-rearing practices. There, competition is discouraged between individuals but promoted between groups. Each child is made aware of his importance within his group—say, a row in his classroom—and then competes fiercely for the rewards of a group victory. The Chinese seem genuinely to eschew even this form of competition in favor of straightforward mutual help and cooperation.

But how do teachers deal with improper behavior and matters of discipline? Here is how the question was answered in a conversation with three staff members of a full-time kindergarten in Peking:

Q: What kinds of behavior do you discourage in the children?

A: We criticize those who take toys or other things from others. Or if children beat each other—we criticize that.

Q: Exactly how do you handle such a situation—say, two kids fighting?

A: First, the teacher must understand the reason for the fight. For instance, one might have taken a toy from the other, and the second child hit him. In that case, the teacher will criticize both. This criticism is carried out alone, unless it took place in the class; in that case it will be done in front of the class so that all the children will understand what was wrong. Criticism is to make children understand what was wrong and why.

Q: What kind of punishment do you use?

A: There is no punishment.

Q: Well, what if a child were really intractable? Would you use some mild sanction, such as depriving him of some free play time on the playground?

A: (At this point all three women broke into smiles at our incredulity. Waving their hands back and forth to underscore their words, they said): No, no, nothing like that. We believe in persuasion.

Q: Do other children ever participate in criticism?

A: Generally, no. Unless a third child saw what happened—then he'll be asked to tell.

Q: Let's say the incident was unobserved by any third party and the two kids involved give conflicting versions of what happened. Then how does the teacher act?

A: If the teacher finds a contradiction when both tell what happened, she will try to educate the children. She will note that everyone can make a mistake, including teachers. The mistake that led to the fight is not important, she will say, but telling the truth is very important. At this point the children will probably tell the truth.

This sounded like fine theory, but it provoked some skepticism among those of us who had been teachers. What about teachers who do not have the patience to use such positive techniques? we asked. How do you deal with teachers who don't observe the school's policy? The reply: "We all—teachers and leadership—have the same goal: to cultivate revolutionary successors. So we all work together and help each other. We study our profession together. We have regular criticism and self-criticism sessions, and sometimes we help each other on specific problems."

If we had not already seen many teachers in action here and elsewhere on our trip, we might have been dissatisfied with this answer. But we were constantly struck by the teachers' apparent love for their work in all the early child care institutions we visited. These women, we learned (there were no men), were chosen for their jobs after having shown a particular interest in children, and "sensitivity and love for children" were the criteria most often cited for their recruitment. Credentials were secondary. Since the Cultural Revolution, the amount of training teachers receive has ranged all the way from university graduation to short-term training classes and "learning through practice."

Three of us in the group who were especially interested in child rearing and education often asked to see child care centers and schools under normal operating conditions. Our guides accommodated these requests by arranging for us to stay behind after the formal tour or make a low-key visit to a kindergarten, say, without the rest of the group. Some of our most revealing insights occurred during our observation of everyday free playground activities.

One afternoon, for example, at the child care center serving workers of the Fan Ga Chong coal mine area near Tangshan, I spent nearly an hour outside among the four-and-a-half-to-six-year-olds and their teachers, or "nurses." Here was the one place where I saw what might be called a disruptive child—a little boy who, in the United States, would probably have been labeled hyperkinetic and put on Ritalin. While the other 50 or so children busied themselves with various games—rope jumping, drop the handkerchief, tricycle riding, playing with toys and each other—this boy ran constantly from place to place, trying to be in on everything at once and occasionally interfering with someone else's fun. The nurses, who themselves were taking part in the games, were obviously aware of the boy's actions, but they made no fuss over him. Instead, each time he ran by a nurse, she would reach out, place her hand on the back of his head, and gently guide him away from trouble or toward an activity he might like—usually with a few soothing words. Soon he was off again, and once or twice it was necessary to intervene when he began picking on another child. But always the adults acted cheerfully and patiently, and the boy never became a center of attention. His actions were the closest thing to aggressive or disruptive behavior among children that I saw on the entire trip.

After visiting several classrooms at the Pei Hai Kindergarten, a full-time kindergarten located in a park in Peking, I spent an even longer time on the playground watching free play. Once again I was struck by the way

Formal child care is almost universally available in China. On page 28, a baby in a factory day care center in Shanghai. These centers are staffed entirely by women—inset shows another day care center in Tangshan. Opposite page: also in the Tangshan center, an exuberant round of rope jumping. In a "children's palace" in Shanghai (inset) students receive after-school training in drawing and music.

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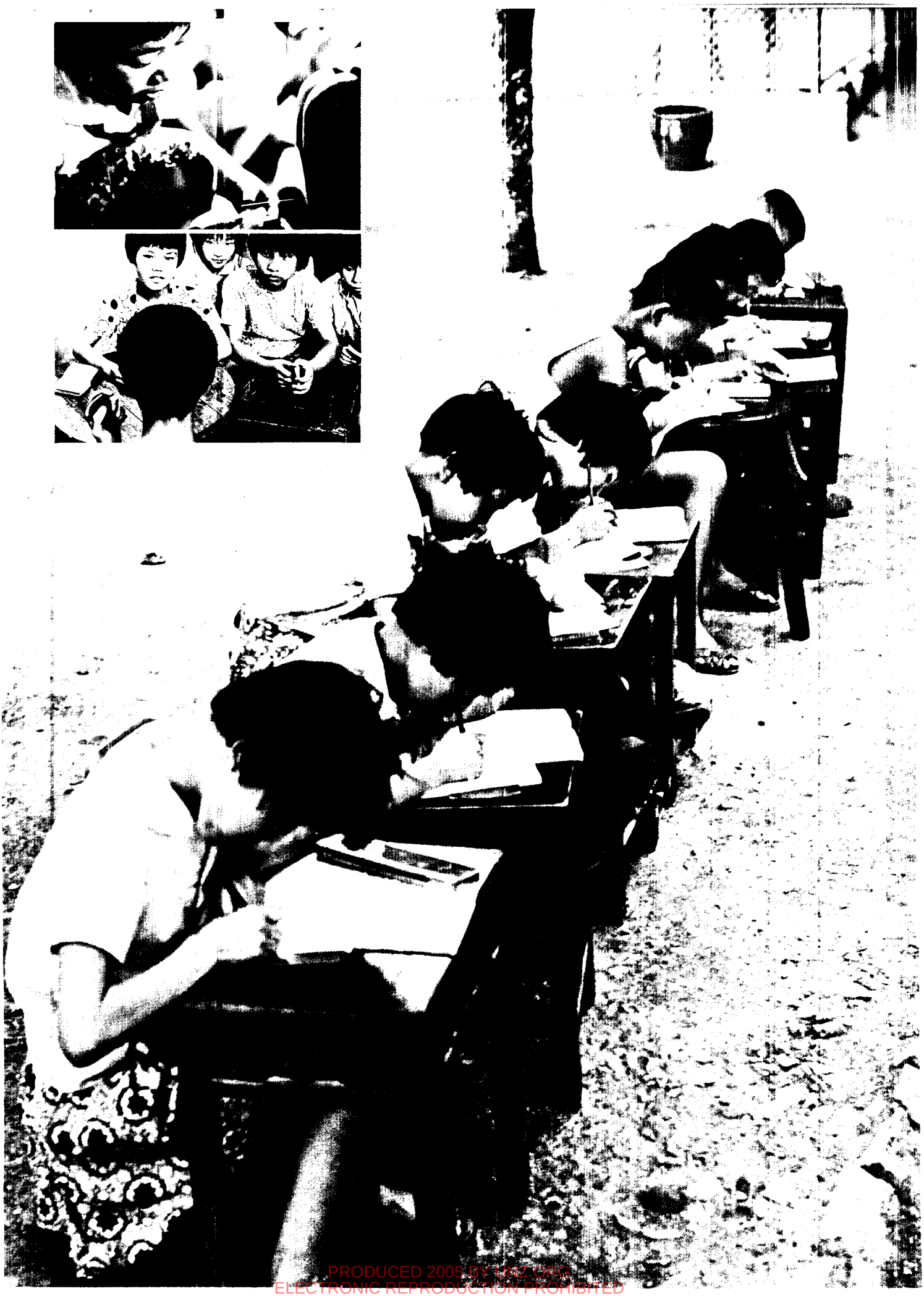

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Opposite, a group of students hard at work on the grounds of a residential area of Shanghai. They are not in school, however—this is a vacation activity, supervised by housewives, retired workers, and other neighborhood citizens. A student learns the rudiments of acupuncture (inset) in the Shanghai children's palace, and, also in Shanghai, a teen-age boy teaches thoughts of Chairman Mao.

teachers enthusiastically joined in. The children, well over a hundred of them, had formed into a variety of play groups. Some played on slides, a merry-go-round, monkey bars, and swings. Some were organized into class-sized groups for games. Others were in smaller groups, jumping rope or kicking a ball around. There were kids in pairs and kids alone. One gleeful little boy, holding aloft a leafy twig, ran, danced, and twirled with it till he fell down from dizziness. And ranging over the whole playground, sweeping past and through everyone else's games, was a whooping pack of boys chasing a soccer ball, a laughing teacher in the lead.

In one group that especially caught my eye, seven or eight girls were jumping rope, taking turns at the ends of a pink plastic rope and lining up to jump one by one. No teacher was with them. They were very absorbed and used chants and songs to accompany each jumper. Several times while I watched, a minor controversy of some kind would erupt and everything would come to a halt. Maybe it concerned whose turn was next on the rope or how many times one had jumped before missing. Whatever it was, the whole group would come together and heatedly debate their points. With no single girl taking charge, they would quickly work out a settlement that seemed to satisfy everyone and then resume their jumping with all the gusto of before. These little girls were good jumpers, incidentally. So good that after a while they attracted an audience: six little boys found chairs, lined them up to form a small gallery, and proceeded to join in the jumping chants, applauding for each jumper. Great fun for all, highly organized, and by all indications spontaneous and undirected by adults.

In the United States the growing demand for facilities for the care of infants and preschool children has provoked a chorus of urgent questions: Doesn't a baby need a single individual to relate to and identify with as mother? How can a mother be sure that those to whom she entrusts her child will teach the same values she holds? Isn't it the mother's natural role to care for her own children? What is the effect of institutionalized child care on the family?

Obviously, the answers the Chinese have found to these questions are not directly applicable in this country. Yet the insights they provide can be instructive as we seek our own solutions.

There is a strong likelihood that the average child in China will undergo "multiple mothering" of some kind. Even if the mother does not choose to leave her infant in the nursing room where she works, chances are the child will wind up in the care of a neighbor or the grandmother. Offsetting this diversity of "mothers," however, is the near-uniform consensus of values and methods of child rearing I have described. This consistency seems to go a long way toward providing young children with the kind of security we in the United States might normally associate only with single mothering.

Another aspect of multiple or "shared" mothering, as Ruth Sidel, author of the excellent recent book *Women & Child Care in China*, points out, "is that infants can thrive physically and emotionally if the mother-surrogates are constant, warm, and giving. Babies in China are not subjected to serial mothering; we were repeatedly told that aunties (i.e., nurses) and teachers rarely leave their jobs. And they are warm and loving with the children. The children show none of the lethargy or other intellectual, emotional, or physical problems of institutionalized children. Quite the opposite!"

"Everything is planned," and the position of mothers in China is the consequence of a society-wide effort to provide for the economic liberation of women. In keeping with Mao Tse-tung's edict calling for "genuine equality between the sexes," a broad series of programs, including birth control information and prenatal care with maternity leave, in addition to the system of child care facilities, is underway to assure the full participation of women in "building socialism." The objects of unspeakable oppression in prerevolutionary society, Chinese women today have been thoroughly integrated into the labor force, both in factory and commune. And a growing number of them are entering professions—for example, 50 per cent of the medical students are now women.

Despite the enormous progress, even the Chinese will concede that full parity with men is not yet a reality. Top governmental, military, and management posts continue to be mostly male preserves. However, women do wield considerable political and administrative power at the local level, where they often run the smallest governmental units, the neighborhood revolutionary committeees.

But the key to liberation is still economic independence, which depends on the availability of work. Since 1971 a new source of work for women has appeared: the so-called housewives' factories. These have been organized locally by women who live in housing areas like the Kung Kiang Workers' Residential Area in Shanghai, and whose husbands work in the various nearby factories. As they described it to us, the housewives were looking for ways in which they could contribute productively to the revolution without having to leave the residential area. So they set up their own light industries in workshops near their homes, and by working full- or part-time were able to produce needed commodities, such as flashlight bulbs or men's trousers, while earning extra money for themselves. The entire operation in each case was staffed and run by women.

Since nearly all working-age women in China today work and are no longer economically dependent on their husbands or families, one might well wonder about the effects of these conditions on the family.

By all available evidence the family is thriving in China, and the individual household continues to be the basic social unit. A featured item in every home we visited, as ubiquitous as a portrait of Chairman Mao, was a display of a great many photographs of family members, usually pressed under a piece of glass on top of a bureau or framed on the wall. Our host or hostess would invariably point this out with pride. Signs of active and full participation in family life were everywhere, and all generations were included. A man out with his children is a common sight, as is a child with a grandmother or grandfather.

Parents are obviously revered by children, and so are grandparents. In fact, the complete absence of a "generation gap" is a striking phenomenon to an American. Not only are grandparents well integrated into family life, but old people who have no family or who are disabled live in well-tended "respect for aged" homes and are given important functions that serve the neighborhood.

Far from undermining the family structure, we were repeatedly told, jobs for women and day care for children have made home life easier, having eliminated many former sources of friction and frustration. A major factor here is undoubtedly the mass commitment to working for the betterment of China. Personal gratification seems to derive from each individual's knowledge that he or she makes an important contribution, no matter how small, to the national effort and that the benefits of this contribution, and others like it, will be distributed to all. □

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A Conversation With Peg Gordon

It used to be that a college degree virtually guaranteed a good job. Today, of course, that's no longer true. Recent graduates with Ph.D.s are driving cabs; people with teaching degrees are a glut on the market. The whole relationship of higher education and work appears to be undergoing a fundamental change. The Carnegie Commission on Higher Education recently issued a report, *College Graduates and Jobs,* about what this shift means to students and their institutions. In a conversation with the editors of *SR of Education,* Dr. Margaret S. Gordon, an economist for the commission and the principal author of the report, makes some specific predictions about where graduates will find jobs — and where they won't. Her long-range forecast: The job market is looking up.

SR: *Why don't we start with the basic assumptions of the report: that college graduates in the past had a preferential place in the job market, and now that place is being threatened and changed. What are the implications of this for students, for graduates, and for their institutions?*

Gordon: Let me make very clear that in issuing this kind of report, we most emphatically did not want to imply that preparation for the labor market is the sole function of higher education. But, nevertheless, it remains true that most students expect to get a job when they graduate, even though some of them are joining a counterculture these days. Therefore, when there are decided shifts in the characteristics of the job market for college graduates, as we

are experiencing now, colleges and universities are going to need to adjust the relative emphasis of their programs. This process could be achieved far more easily in a period of rapid expansion of enrollments than it can in a period of declining enrollment, like the one we are now entering. We can look forward to relatively stationary enrollment in higher education in the 1980s, and this means that as students shift the fields in which they enroll, it is going to be increasingly difficult to adapt faculty to them. So this is going to be a major problem for higher education as we get into the late 1970s and into the 1980s.

SR: *Do you think that students actually will be shifting into other areas?*

Gordon: Students are shifting very,

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Students are shifting into new fields very rapidly now in response to changing market demands... into agriculture and forestry, because of new interest in conservation... into the health professions, where we have the greatest scarcities.

very rapidly right now in response to changes in demand for students trained in various fields, and also in response to changing student interests. There's been a very pronounced increase, for example, in enrollment in such fields as agriculture and forestry, where evidently the interest in conservation is the predominant force.

SR: *What are some other areas that are gaining students, and what are some of the areas that are losing students?*

Gordon: Well, if we take the job market influences per se, there have been spectacular increases in enrollment, particularly in the health professions, nursing, allied health professions, etc. There's been an enormous increase in applications to medical schools, but not a commensurate increase in the number of students enrolled, because it takes a long time for medical schools to increase the number of student places. But this increase in interest in the health professions is one of the clearest manifestations of the impact of the job market. It's in the area of the health professions that we have the most acute scarcities. On the other hand, enrollment in the natural sciences, especially in a field like physics, has been declining in the past few years. Enrollment in engineering has been falling off sharply; enrollment in undergraduate education programs has been falling off sharply. Changing student interests are reflected in the increased enrollment in agriculture and forestry that I mentioned, and an increased enrollment in fields like architecture or city planning, where the interest in urban problems is a predominant factor.

SR: *Other than health, are there or will there be any fields that are very good job markets?*

Gordon: Well, I think that right now the health fields are the only fields in which we have shortages. I think business administration is a field in which the market seems to be recovering from the impact of the recession.

SR: *Can we look at the bachelor's degree and at the fairly immediate future? I think the report stated that in another ten years or so only 20 per cent of the jobs will require someone with a bachelor's degree but that roughly 50 per cent of the age group is in college.*

Gordon: I must say that I am somewhat skeptical about those figures. They have been widely quoted. They are an estimate by the Bureau of Labor Statistics that only about 20 per cent of the jobs opening up in the 1970s will require more than a high school diploma. But the fact is that only 50 per cent of high school graduates, roughly, or 50 per cent of the age group, do enter college, so that the portion of the relevant age group actually graduating and getting a B.A. is very much lower; it's more like 25 per cent.

SR: *What will the job market for college graduates be like in the next decade or so?*

Gordon: Well, gradually the job market for college graduates ought to improve. After all, with the continued growth of the economy and the advancement of technology, there should be a continuing increase in the demand for college graduates, and if the supply begins to level off, the job market for college graduates should, I think, be very good. I'd say that's a dozen years from now, maybe. I would expect that to begin to become an important influence around the middle of the 1980s, when you've had a leveling off of the number of graduates for some years and the continued growth of the economy.

SR: *What about the Seventies?*

Gordon: For the Seventies, there are major influences at work that are likely to make the overall job market less favorable than it was in the Fifties and the Sixties. The declining demand for elementary and secondary school teachers is a major factor that will be different, and this is extremely important in terms of job opportunities for women, when we reflect on the fact that half of all employed female college graduates are elementary and secondary school teachers. On the other hand—and this is one of the most interesting aspects of working on this report—I came to the conclusion that the Bureau of Labor Statistics' prediction that there would be a surplus of something like 2,000,000 school teachers by 1980 was in all probability far too gloomy. There has been a very substantial increase in the number of teachers in things like Head Start programs and day care centers, which haven't been included in the projections; and although the outlook is a bit cloudy at the moment for day care centers, I think the demand in the long run is bound to be there, because there is a great deal of pressure for it. Furthermore, we now have an opportunity, if we can overcome the financing problems, to increase faculty-student ratios in ghetto schools and schools where disadvantaged students are concentrated.

SR: *Isn't this one of the commission's recommendations?*

Gordon: One of our recommendations is that society take advantage of the declining demand for teachers to utilize teachers more effectively. So I think that, given all of the circumstances, while the market for teachers is going to be far less favorable than it was in the Fifties and Sixties, it may not be all that bad. In addition to the factors I mentioned, there are increasing demands for vocational teachers, for teachers especially trained to deal with the handicapped.

SR: *What are the prospects for graduates with liberal arts degrees?*

Gordon: The person who has worked for a liberal arts degree, without any special career orientation, has been a drug on the market. It has been very hard to place people like this. Now this varies to some degree by fields. I would think that someone who had a strong background in economics and statistics, let us say, would be very much preferred over somebody with a background of English literature or history or something that's not particu-

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With continued growth of the economy and advancement of technology there should be an increase in the demand for college graduates. And if the supply begins to level off, the job market for college grads should be very good, say, a dozen years from now.

larly relevant to the world of business.

SR: *Those people are still having a hard time getting jobs?*

Gordon: Those people are still relatively disfavored in the job market. There's been a clear turnaround in the demand for engineers, for people in business administration, for people whose training is specifically geared to the needs of business. There's not been that much evidence of a turnaround in liberal arts. I expect that for a very long time to come, a person getting a Ph.D. in English literature is going to have a very difficult time getting the kind of job that he would be expected to get in a period of very rapidly increasing demand for faculty members.

SR: *Can we talk about the idea that college graduates traditionally have been awarded, or have been given, perhaps, preferential treatment in the job market? Is this now ending?*

Gordon: I would be very cautious about putting it just that way. I took great care in the report to show that historically the increase in employment of college graduates in the labor market was primarily attributable to the increase in the number of professions for which a college degree or advanced degree seemed to be appropriate preparation. I think there's been too much of a tendency on the part of those who charge "credentialism" to talk about preference for college graduates as if that were the only factor at work. In fact, it has played a relatively minor role. Something like two-thirds or more of the increase in the number of jobs for college graduates in the last couple of decades has been in response to increases in demand in occupations that have traditionally employed college graduates, and less than a third has been attributable to the rise in the proportion of college graduates in given occupations. Nevertheless, the phenomenon of credentialism is there. We can't ignore it, and I think it is going to become increasingly controversial for several reasons. There will be the natural tendency of employers in a looser labor market for college graduates to give preference to those with B.A.s and more advanced degrees.

SR: *We'd like to backtrack and pursue the women's work situation for a moment. Do you believe that part of the reason so many women have gone into teaching is that there haven't been too many other opportunities open to them? Does that seem to be changing now? What effect will this have on men who are looking for jobs?*

Gordon: There's no question that one reason so many women were going into elementary and secondary education is that we really have had something close to male and female professions in the United States. The two largest occupations for a woman college graduate have been schoolteaching and nursing, although, you know, it's only in relatively recent years that there have been many nurses who got B.A.s. Now this seems to be very rapidly changing. One of the fairly clear results of the women's movement has been the decidedly rapid increase in the proportion of first-year medical students who are women, proportion of law students who are women, and proportion of women getting degrees in fields in which they were previously very much underrepresented, like financial sciences, even engineering and business administration.

SR: *Do you think that is going to mean that there will be more competition for certain jobs now that women are in the market?*

Gordon: Yes, although in some fields—like engineering, business administration, and physics—it's going to take a good many years before women are really much of a factor in the job market, particularly at the level of holders of doctoral or more advanced degrees.

SR: *You talk in the report about the changing aspirations of young people and the extent of disillusionment with traditional job opportunities. Is there any significance in the number of young people with college degrees who decide for whatever reason not to go into the type of job that they were prepared for, but decide instead to become taxi drivers or dishwashers?*

Gordon: Well, the statistics on this subject are just not very good. We all have our impressions, and my impressions lead me to feel that this has been an age of change in the attitudes of significant numbers of young people. I scarcely know a pair of parents who haven't had some experiences of young people adopting rather unorthodox patterns of living, certainly not the ones that would have been expected of college graduates.

SR: *Do you think that this is significant enough to have some effect on the job market?*

Gordon: Yes, I think so. A good many college graduates and even graduates of schools of business administration are going into various informal kinds of small businesses or self-employment, sometimes not so informal. How much of a factor in the long run this is going to be is of course very difficult to assess, but it seems to be very persistent.

SR: *Is it statistically significant—the working-for-yourself kind of thing you describe?*

Gordon: Well, self-employment in general has been going down, as my data shows, and that's a reflection of the disappearance of the Ma and Pa grocery store in the face of the growing supermarkets and things like that. On the other hand, there is this countertrend of young people selling sandals on streets, etc., and insofar as one can judge from Berkeley, California, and a number of other similar places, this is still a fairly important trend.

SR: *Are other jobs going to be uprated throughout the Seventies, jobs that have traditionally been held by non-college graduates?*

Gordon: These kinds of changes in the job market will almost inevitably lead to increased employer preferences for college graduates, and, I think, more than in the past, for holders of advanced degrees. □

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BY WILLIAM A. SIEVERT AND
HOWARD LANGER

The Postwar Pursuit of Peace Studies

One by-product of the war in Vietnam has been the creation of a new curriculum—peace education—at a rapidly increasing number of colleges, some secondary schools, and even a few elementary schools.

Peace studies, as the program is commonly known on college campuses, was born, not as a tool for opposing U.S. involvement in Vietnam, but as an attempt to study seriously why mankind is constantly at war and how war might be erased in the future. It takes an interdisciplinary approach that often combines sociology, history, philosophy, morality, economics, and political science, not to mention futuristics.

Although it may have taken a controversial, seemingly endless war for peace education to come to life, the recently signed cease-fire in Vietnam is not expected to extinguish much of the growing enthusiasm for the subject. "The end of the war can liberate peace studies," says Alan Geyer, who, as occupant of the Dag Hammarskjöld Chair at Colgate University, holds the first professorship in peace studies at a college. "Peace studies has been too dependent on the antiwar movement and too much identified with it. It cannot be too firmly established if it is based on a specific political movement or war. Now perhaps we can develop more of an intellectual base."

Geyer says that some of his colleagues in peace education fear that the cease-fire will cause students to lose interest in the subject—that they need a specific war on which to pin their concern. But he believes the manner in which this war is ending will leave students asking many questions: "Although the cease-fire is on, the struggle also goes on in Southeast Asia, and the present cease-fire may not prove very viable for long. I imagine [the Vietnam War] will remain a matter of concern for some time to come."

Even during the late 1940s, before there was a war in Vietnam, a handful of people in academia felt that somebody should be seriously studying peace. Tiny Manchester College in Indiana, a Brethren institution, decided then to set up courses in peace education, and today the college is credited with developing the first full-scale program in peace studies in the United States. Manhattan College in New York was the first college to allow students to major in peace studies in the face of the war in Vietnam. The first 6 of its 36 majors will graduate in June; most plan to go on to graduate work in related fields.

But although a number of college campuses are offering peace studies as a major, most peace educators feel that it is a field that every student should study.

At Colgate, where several hundred students take at least one course in peace studies, Geyer argues that the "biggest effect is upon the students who enroll in two or three peace courses during college. If peace studies is going to have an effect on creating and maintaining peace, it is important that as many people as possible have some grasp of what is involved." He says that enrollment for the spring offerings is "high," despite the fact that registration for classes took place after the announcement of the cease-fire in Vietnam, and "that's encouraging news."

How does one actually study peace? "Peace education and peace research involve a comprehensive and systematic study of relationships between man and total environment," says Thornton B. Monez, professor of education at Richmond College of the City University of New York. "Its basic purpose is to help students design strategies of action which can contribute to the shaping of a world order characterized by social justice and absence of exploitation. The subject matter includes a wide range of interrelated issues and subjects like social justice, social change, ecological balance, and economic welfare, all viewed from global perspectives.

"It includes also the study of conflict management and of processes of institutions which cut across national boundaries to affect foreign policy; it includes a study of the effect of science and technology on worldwide social and political development."

Colgate's Geyer admits that there remains "a lot of controversy over how the subject should be developed academically." Most instructors seem to lean toward either sociological or futuristic approaches. But one thing is agreed: "Peace studies goes far beyond the traditional international relations courses that study only the foreign policies of the U.S. national government, or that of Soviet Russia, or the policies of the United Nations." He adds that "the public, its movements, the media and other actors in the world community" also must be taken into consideration in peace education.

As for specific courses, Geyer offers such subjects as Problems in War and Peace and a seminar in Non-Violence and Conflict Resolution. At Princeton, students are studying arms control and disarmament, social change in southern Africa, peace settlements that were reached at the ends of various wars, and the concept of a "relevant utopia," which its instructor considers an "ex-

Children of Conflict

"Our present generation of American children has lived entirely in wartime, both cold war and active involvement in Vietnam. Theirs is the first generation to observe televised combat; the antiwar movement of the 1960s had affected schools at all levels. How have these experiences influenced what children know and how they feel about war?"

This question introduces a new study on children's attitudes about war ("Children and War," Teachers College Press, 1973) by Howard Tolley, Jr., an assistant professor of political science at Wilberforce University. During the first three months of 1971, Tolley interviewed 2,677 children in grades three through eight in New York, New Jersey, and Maryland.

How do children feel about war? A sixth-grade girl summed up the attitude of most of them by writing, "War is horrible, but we have to learn to live with it." Although nearly all the children said that war is "very, very bad," 54 per cent agreed that "wars are some-

(Continued on page 40)

William A. Sievert is a contributing editor of SR of Education. *Howard Langer is a textbook editor for Prentice-Hall.*

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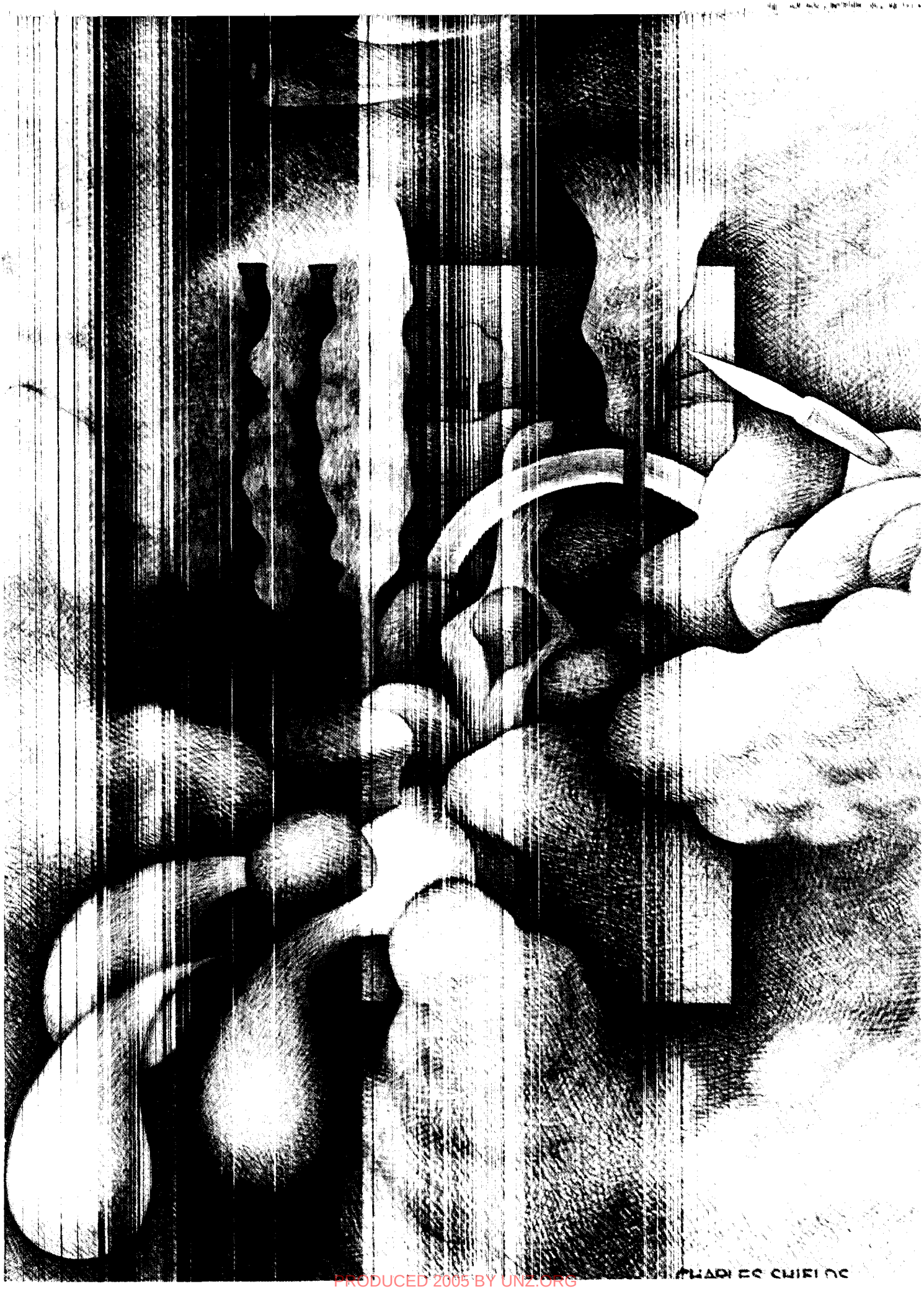

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ercise in political imagination." Paterson State College, N.J., is introducing a course on Alternatives to Armed Conflict and Social Aggression.

Various types of games and role playing are often used in peace education, both at the college level and in secondary and elementary schools. "At Colgate we take a serious interest in experimental learning," says Geyer. The instructor creates a conflict situation that the students attempt to solve peacefully.

The Center for War/Peace Studies in New York has created some games of its own, which are used in elementary and high schools participating in its Diablo Valley project, just outside San Francisco. At the schools involved, students play the "Road Game." They represent four countries, each of which has varying needs relevant to its culture, its economy, its interests. Each country needs to build roads, which may or may not link up. The goal is to teach cooperation—how and where each country should build its roads without creating animosity, how to pool efforts and resources, and how to be mindful of the needs of both industry and ecology.

Although there is a higher percentage of peace education programs in colleges—there are now more than 150 such programs, and more courses, concentrations, and majors are being added every term—secondary and even elementary schools are beginning to incorporate the study of peace into their curricula.

According to organizers of the Diablo Valley Education Project, 70 teachers are being trained to work peace studies into their social science classes for more than 5,000 students at local intermediate and high schools. Similar programs are under consideration in Dallas, Minneapolis, and Winston-Salem, North Carolina.

Most of the programs for the secondary schools and, to a much smaller extent, the elementary schools have been developed by two national organizations. One is the Center for War/Peace, which involves local foundations in backing local programs, such as the Diablo Valley project. Its two-year-old National School Program encourages revisions in school curricula to incorporate peace studies, and it provides programs for teacher training.

The second, and the larger of the two, is the World Law Fund's School Program, which reaches 12,000 teachers across the country. It has 40 field consultants in 20 states, who meet with education groups, perform teaching demonstrations, and devise and teach strategies in instruction.

Betty Reardon, director of the program, is mildly optimistic about the results peace studies might achieve. "Given the current trend projections, educational needs, and various other societal problems, it is evident that drastic changes in educational policy are required. . . . It is imperative that survival education become the core of all programs."

Schools must be "transformed" from "custodial institutions segregating the young from the rest of society to centers for personal, social, and global development," she says. Most high school courses still follow the traditional "international relations" approach to the study of peace. This method involves picking out an international dispute, discussing its pros and cons "objectively," and then, she adds, sometimes discussing possible solutions.

To Betty Reardon, that kind of approach is "bankrupt." The "world order" process (which the World Law Fund advocates) begins with students looking subjectively at what they would like to see happen in the future. They create a model system for the future and then figure out how to achieve it. Virtually every course in every classroom can be a different one, defined by the inquiring group.

A few colleges, such as Wayne State University in Detroit, are beginning to develop their own special curricula for teachers who wish to incorporate peace education into their elementary school classes. The World Law Fund, beyond its work with elementary and secondary school teachers, is supporting a college level organization for institutions active in peace studies, the Consortium on Peace Research, Education and Development. In addition, a new University Consortium for World Order Studies is receiving backing from the Danforth and Bydale foundations. So far six universities are involved: the University of California at Berkeley, Columbia, Harvard, Massachusetts Institute of Technology, Princeton, and the Yale Law School.

Although supporters of peace education take their field very seriously, they do not particularly want it to become known as an academic discipline. As Colgate's Geyer says, "The genius of peace studies is that it is not a single discipline. It is cross-disciplinary or, better, trans-disciplinary."

With the apparent end of U.S. involvement in Vietnam, the future of peace studies in this country appears to be bright. But if peace education is to claim success, it cannot simply pass on facts and figures to its students. Peace educators will be satisfied only when the knowledge and accompanying techniques and values it transmits ultimately show some effect on the future of the planet. And, as one of them puts it, "That's a pretty damn big order for any field of study to undertake." □

Children (from page 38)

times needed." A majority thought that war is justified if it defends the nation's freedom, while a third said war is good "if the U.S. beats the Communists."

How do children come to view war as necessary? Tolley found that three factors—school, parents, and age—exerted the strongest influence. Children attending military academies indicated the highest acceptance of war; children attending Quaker (Friends) schools, the lowest. Public school children (who take part in patriotic observances) displayed greater national loyalty than did private school children. There was also a correlation between age and acceptance of war: older children were more certain war is necessary and is bound to recur.

The Vietnam War provided Tolley with a concrete test of children's beliefs. Distrust of U.S. policy grew with age: most younger children supported U.S. involvement in Vietnam, but those in the fifth grade displayed strong reservations. Only one-third of the children said the United States was "right" in Vietnam, and half favored a withdrawal of forces "even if they lose."

Children's attitudes on American involvement in Vietnam were influenced more by parents, school, and race than by the media, religion, or military parentage, Tolley said. Parents influence children most on political issues; schools teach more about basic political values and concepts. Black children were much more opposed to the war than were white children.

By contrast, children's knowledge about the war depended less on parents and school than on the media (especially television) and personal characteristics. Older children knew more facts about the war than did younger children, boys more than girls, and children of high-income parents more than those of lower-income parents.

The most dramatic finding of the survey was the effect of the war (and antiwar protest) on the children's confidence in government. Fewer than a third believed President Nixon was doing the "right" thing in Vietnam. A fourth said they would support the President if he were wrong, and only 22 per cent believed that he always told the truth about the war.

Does the cynicism toward war among the children of 1971 forecast a future of stability and reconciliation? "If the radical movement of the 1960s derived in part from the disappointed expectations of idealistic youth, the more critical children of 1971 should face no such disillusionment in the decade ahead," Tolley says. "Rather than manifest righteous indignation at departures from the democratic creed, more cynical youth might simply accept the system with resignation." □

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"Amitié, amitié, liberté, liberté."

NEW FRENCH FOR OLD

BY ROY BONGARTZ

The three dozen children, blacks and whites together, pipe up in unison: "*Amitié, amitié, liberté, liberté, par vous l'avenir sera plus beau!*" All first-graders, they stream out of their classroom into the bright sunlight, yelling, "Hey, wait for me!" or "Let's go on the swings!" in unreconstructed English, their brief foray into French forgotten, at least until tomorrow. After some play under the hot Louisiana sun, they'll be filing into the dining room for a big 15-cent lunch, a jambalaya of rice, sausage, ham, chicken, and peppers. Their teacher, a trim, wiry, 24-year-old Frenchman named Jean-Paul Chapelon, watches them through the window. "They're having much trouble rolling the *r*, but they are learning very well. Before we came, they had no French at all," he says.

Chapelon is one of 145 teachers from France who have agreed to fly to Louisiana to teach French to first- and second-graders, mostly in traditionally French-speaking areas downstate, with the idea of keeping the French language from entirely disappearing in the region. They are doing this for $3,900 a year, a round-trip air ticket, and, for the male teachers, exemption from military service at home. Their contracts are for two years.

"Getting used to the heat was a problem for us at first," says Chapelon, who is here with his wife. "And the food is still much too spicy for her." But Mme. Chapelon, an English teacher back home, enjoys making such neat linguistic distinctions as that between "trash" and the French "*ordures*"—garbage. "*Veux-tu mettre dehors les trash?*" she will ask her husband, insisting on the English because of its slightly drier connotation.

The Chapelons have also been impressed with the southern hospitality here in Paulina, a small community, not even on the road maps. When the Chapelons' luggage failed to arrive with them, the local citizens immediately brought them loans of clothing. All the teachers have been aided in finding housing, and various committees have provided a social life of coffee hours and crawfish gumbo feasts.

The teachers are trying not to use any books in their classes, relying on the *qu'est-ce que c'est* system, simply pointing out objects and asking, "What is that?" Counting, and ball games at recess, are also conducted in French, and the kids pick them up very quickly; the fact that many of the teachers speak little English has been seen as an advantage. "I try to avoid reverting to English all I can," says Gilles Deletang, who teaches in Union Parish with his wife, Marie-Claude. But Deletang also notes that French in Louisiana is somewhat different from the French spoken in his native land. "The only difference is that your version of French is older than ours," he says. "You speak 1700 French here.

What most improved the cultural soil for the resurgence of French here was unquestionably the turnabout in local attitudes toward speaking it. Down in Paulina, school principal Aimée Brady, herself a native Cajun speaker, recalls that as a young teacher she punished any student who spoke a word of French in class—he would have to write, "I will not speak French," 300 times on the blackboard. Now even the predominantly Anglo parishes of the northern part of the state want French in their schools.

This change in attitude did not occur automatically. It was practically forced singlehandedly by a colorful politician of the old school, former congressman Jimmie Domengeaux of Lafayette, who wangled a bill through the state legislature requiring all public schools to teach French for five years at the elementary level and three at the secondary level. Although parish county school systems may petition out of this requirement, the arrival of all the French teachers has already brought the language into more than 20 parishes. Furthermore, Cajun grandparents are beginning to talk French with their grandchildren, often leaving out the generation in between.

Domengeaux, who comes from a French-speaking family himself, spends much of his time encouraging an organization he founded called the Council for the Development of French in Louisiana (CODOFIL); he avoids any appeal to folklore or Acadian culture, aiming his energies directly at preserving the language. "Save the language and you save the culture," he says. Domengeaux makes speeches to hundreds of groups. He says, for example, "I see, in the very near future, the day when the United States will be a bilingual country. It will be bilingual with German in areas where that language prevailed. It will be bilingual with Italian in places where that language developed. . . ."

Domengeaux traveled to France to get President Pompidou's cooperation in sending the French teachers; the state of Louisiana pays their salaries, but France provides the transportation and recruiting. In France, Domengeaux made his usual speeches to drum up interest in his cause, and one paper, *La Nouvelle République* of Angers, reported with some surprise: "A stormy and picturesque lawyer from imperialistic America has come to ask us—and in English—for money for the renewal of the French language in his country!" Domengeaux has also founded a cultural quarterly, *La Revue de Louisiane*, to attract the academic community to his cause.

France will have to be the source of teachers for at least another six or seven years. By then, Domengeaux hopes, the state's universities will be turning out enough native French teachers to do the job of saving the Cajun heritage. For the time being, one of his most effective publicity ideas is a series of placards two feet wide placed in shop windows, reading, "*Parlons français partout*," "*Vive la différence, la Louisiane est bilingue*," and, "*Soyez à la mode, parlez français.*" There is also a smaller windshield sticker, reading, "*Parlons francais*," which, on inspection, shows how far Louisiana has to go on its way to a real French renewal. On this sticker, in tiny print, are the words "Wet windshield and apply." □

Roy Bongartz freelances from Foster, Rhode Island.

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SR SUPPLEMENT

The electronic revolution may be here, but the educational revolution has yet to follow. A forthright assessment by James Koerner, plus sharp-focus looks at computers in the classroom, holography, do-it-yourself video, and programmed instruction.

EDUCATIONAL TECHNOLOGY

Does It Have a Future in the Classroom?

BY JAMES KOERNER

Asking in 1973 about the future of educational technology is similar to asking in 1903 about the future of the aeroplane. I wonder how many people standing on the beach at Kitty Hawk had a vision of the future in aviation that even approached what the reality was to be. As they watched a couple of ingenious bicycle mechanics coax a fragile craft into the air for a few seconds, how many of them could have imagined an evolutionary line of flying machines that would produce a 747 or a DC-10 in their children's lifetime?

The people who are now experimenting, in ways that only can be described as primitive, with an assortment of electrical and mechanical instruments potentially useful in human learning, may also turn out to be the precursors of a major new industry. We won't know for some time. Although it won't take another 70 years for these experimenters to produce an educational 747—if one is to be produced at all—it will take more than a few.

Therefore school boards, state legislatures, and college trustees are ill advised to expect—indeed in some cases to issue directives for—a collection of gadgets they think of rather vaguely as educational technology. One sympathizes with their search for ways of coping with the relentlessly rising costs of education, but for them to look to technology for rescue at this point in time is like expecting the brothers Wright to have put their first craft into commercial production and carried passengers around the country in it.

In the 1950s predictions were widely and confidently made that education by 1970 or 1975 would be revolutionized by technology—that is, by the new technologies of communications that are generally lumped under the name "educational technology." Leaders and so-called futurists from the knowledge industry, from government, from education, and, I regret to say, from foundations joined in these rosy prognostications. Lately this enthusiasm has given way to embarrassment and disenchantment, as many a corporation has found its Edsel in educational technology. The metaphor is imperfect. The Edsel at least ran; the public just wasn't buying. Educational technology to date cannot be said even to "run."

Why not? First, the equipment itself—the hardware—has fallen far short of the claims made for it. Hardly a system today is equal to its propaganda. The most advanced hardware systems have had serious debugging problems, low reliability, high maintenance. Most continue to be incompatible with other systems, because manufacturers are not yet able to agree on industry-wide standardization. Moreover, hardware becomes obsolete so fast that capital investments for new or improved systems are a continuous necessity.

Then there is the programming itself—the "software"—which has lagged far behind the hardware, imperfect as the latter has been. One has only to sample the materials that have been prepared for use on teaching devices to realize how rudimentary the state of the art still is. Since educational technology today and tomorrow will be just as good or bad as the quality of stuff available for the machines, a long road lies ahead before a true technology of education can be developed.

Of course, our ignorance of the education process itself has contributed, as it always does, to the technological failures. If we knew more about the way learning occurs with various kinds of students—if we knew more about intelligence, motivation, the rhythm of learning, the role of repetition, and a great many other things—we could design better machines and better programs for them. As it is, our knowledge lends very little precision and a great deal of guesswork to educational technology.

The failures of the past also have something to do with the attitudes of teachers toward the whole notion of technology in education. These attitudes seem to get more negative as we go up the educational ladder. Teachers at the elementary school level are more or less open to the possibilities of technology (even if teachers' *unions* are not); those at the secondary level are less open but still willing to be persuaded and in many cases are systematic users of technology themselves; and those at the college level look on the whole matter with feelings that range from apathy

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James Koerner's latest book is The Parsons College Bubble: A Tale of Higher Education in America *(Basic Books, 1970). He is program officer for the Sloan Foundation. This article is adapted from a presentation before the Open Court Publishing Co.*

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to hostility. (I am speaking of the general situation, which leaves room for many exceptions.)

The dominant attitude among college faculties is not due merely to dislike or distrust. It also reflects the lack of faculty incentives. Distinguished scholars have not been willing to invest professional time and energy in a field in which little recognition is offered and royalty rates are low or nonexistent. Until now a professor could expect to make more money from writing a textbook than a computer program, and he could gain more professional advancement by publishing scholarly works than by tinkering with pedagogical gadgets.

In addition, faculty members, who now find themselves in the most severe buyers' market since the Depression, are not aglow with the desire to develop a technology of education that may eliminate jobs. Administrators who find their departments losing enrollment and who have a surplus of highly paid, tenured professors who won't retire for some years are tempted to explore the potential of technology or anything else that might reduce the unit costs of education. But how can they persuade the faculty to take an enthusiastic role—and that is the only kind of role that would mean anything—in such a threatening exploration?

Even so, the faculty skeptics have had a certain amount of justice on their side, in view of the overpromotion and underperformance that have characterized the field of educational technology over the last 15 years. Too often a grand plan for exploiting instructional technology has been drawn up by consultants or other outsiders who have no personal responsibility for carrying it out—a procedure that, as far as I can judge, has always produced failure. Too often technology-based systems have been thrust upon teachers by administrators who were enamored of innovation or were simply seeking to cut costs. Too often the systems have been inconvenient to use; too often they have imposed an outside "star" performer on the classroom teachers (on the theory that technology could put persons who were called master teachers into every classroom); too often the program itself has offered no visible advantage over an ordinary book; too often no decent evaluation has been attempted; and too often support for research and development has been capricious and short-term.

Finally, the matter of cost has had its effects. In the 1960s the knowledge industry proceeded on the incredibly naïve assumption that because education was a gigantic enterprise consuming $60 billion or $70 billion a year (it consumes more now), it constituted a massive market for educational technology. To their sorrow, the promoters learned that 70 per cent and sometimes more of a typical school budget went to salaries, that another 15 or 20 per cent was devoted to fixed costs, and that very little, if any, "loose" money was to be found in the average budget. They also failed to take into account the fact that professional politics, economic protectionism, and simple inertia are as alive and well in education as in any other large bureaucratic activity—meaning that big changes of *any* kind are rarely possible.

History suggests that new technologies are often overrated in the short run but vindicate their prophets in the longer term.

Industry did manage to make a lot of sales but with dubious results. A school board that has sunk a million dollars into some kind of technology system that nobody uses is not a very good prospect for further sales. A university that has financed, fully equipped, and staffed an elaborate media center with technical personnel on the assumption that the faculty would spend time learning about educational technology, only to find the whole effort giving birth to a large white elephant (which describes the situation at a number of campuses today)—such a university is not a promising market for more purchases.

Some people would argue that the main problem with educational technhology is that experiments have simply been conducted on too small a scale and in an ambience that has been too traditional or conventional. They would say that a "new" faculty and a new institution designed from scratch around technology are needed. But in the few cases where such a massive approach has been taken (Florida Atlantic University, for example), the results have been discouraging even to their natural defenders. Not least among the reasons for the failure is the elementary fact that students and their parents, who may have made a considerable sacrifice in financing a higher education, become disgruntled if all or even a large part of that education is in front of push-buttons instead of professors.

So much for failures. What of the state of the art now, and how does it relate to the demands being made on the educational system? Educators, school boards, and legislatures are not accustomed to asking the question in the right way. They most often ask, "What is there in technology that we can use in education?" The question, I believe, becomes more useful when we reverse it and ask, "What are the fundamental needs of education now, what are the demands being made on the system, what is it we would like to do but can't in the present arrangement—and can educational technology help in meeting any of these needs, desires, and demands?"

Let's begin with the problem of access. Increased access to education is surely one of the chief demands being made on the system these days. The American school and college system already affords greater access than does any other system in the world, but there is now a national movement for making the educational system still more accessible. The demand begins at the level of the high school dropout and continues to the postdoctoral level.

The "open university" idea as it has been imported into the United States from England, the development of external degree programs, the removal of such barriers as sequential study and prerequisites to study, the reduction of residency requirements, the emphasis on independent study and on so-called "contracts" or "portfolios" that allow students much greater control over their course of study, the demands that people be permitted at any point in their lives to move in and out of educational programs for any period of time that suits their purposes, the establishment of the University Without Walls and the Commission on Non-Traditional Study, the granting of credit by examination, the recommendation of the Newman Report for regional examining universities, and certainly the open admissions experiment of the City University of New York with its emphasis on remediation in basic subjects—all these programs are simply responses to demands for access—access to study and indeed to degrees for anyone, anytime, anywhere.

I don't know whether these demands come more from the educator himself than from the consumer, but time will tell whether the national appetite for external study is as great as is claimed and if it is accompanied by the requisite self-discipline. To these demands for access I should add those for graduate study and postprofessional study away from the campus at one's convenience and, if possible, in one's own home. Such demands for continuing education come in particular from doctors, dentists, lawyers, engineers, and others who have a regular need to stay abreast of developments in their fields.

What all of these demands for access have in common is the need for varied, flexible, and pervasive means of communication between the educator and the student. Lacking such means, these varieties of open-study programs will presumably have to rely on the technology of the U.S. mails, plus a few minor additions, such as the telephone or local study centers. Communications technology is going to have to carry much of the burden of enlarged access if external-study programs are to succeed on the scale for which they are being planned and promoted.

Individualization of instruction is another demand. For most of this century professional educators have been talking about the importance of "individual differences" among students and how to provide for them. But in reality there has been very little individualization of instruction in American schools and colleges. On the contrary, one of the aspects of the educational system that most impresses an observer is its mass nature. Educators,

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faced with the sheer number of students at every level of the system, have never found a way out of the lockstep structure, with its rigid timetables, set courses of study, instruction in groups (often very large groups), and progress measured out in credit hours. Of necessity, most students move through the educational system in blocs rather than as individuals. They increasingly resent it, just as educators increasingly regret it.

The third and final demand I would mention comes, not from students, but from those who pay most of the bills. It is the demand for *efficiency*, for a reduction in the unit costs of education. Now that we are spending more money on education (either in absolute figures or as a percentage of the Gross National Product) than any other nation on earth, the taxpayer is telling educators that they are going to have to do more than merely hold the line on costs. They are going to have to reduce them.

Can technology do anything about these demands for access, individualization, and economy? Does the technology exist with which to help meet the demands? Or is the situation similar to that faced by society in its demands for the control of automobile emissions or for ever-greater supplies of energy? We have abundant demands—and indeed federal orders—to reduce emissions from the internal combustion engine to certain levels by 1975, and we have equally abundant demands from all segments of society for more energy, particularly electrical energy. The problem in both cases is that the technology does not yet exist to satisfy the demands. No amount of wishing or declamation by environmentalists will create that technology; only more technology will produce it.

The state of the art in education is only slightly different. In a sense, the technology *does* exist with which we could at least begin to meet the demands. It exists, that is, if we think of technology only as hardware, the physical means for communication between the educator and the student. This is where we are with the major technological systems:

Broadband Communications. We now have the technological *ability* (I stress "ability," for the systems are not yet installed widely) to deliver a vast number of signals to almost any kind of educational audience at almost any distance. By means of coaxial cable, microwave, and satellites (in the future by means of lasers, glass fibers, and other exotic devices), we have the capability of creating many kinds of telecommunications networks with more or less unlimited capacity. These networks could tie educational institutions together as well as tie them to other kinds of public institutions and directly to homes.

Computers. This technology now offers the educator a means unmatched by anything else he has ever had available for the lightning processing of truly vast amounts of information. Two major experiments in computer-assisted instruction will produce within another three or four years better data about computer learning than we have had in the past. They are the PLATO IV project at the University of Illinois, which will ultimately link thousands of time-shared terminals to a large central computer, and a system called TICCIT, which is being developed by the MITRE Corporation and uses a small computer along with a coaxial cable television system that goes into homes. I mention PLATO and TICCIT only as two leading experiments; there are many others. The point is that computer technology now offers the educator an instrument of great range and power that he is still far from knowing how to exploit. Too often today's computer programs continue to demonstrate the truth of an adage that grew up in the computer trade years ago, "Garbage in, garbage out."

Video Reproduction. By this I mean the technology of storing miniature, talking pictures on tape or discs or film for later replay at one's convenience, or for immediate reproduction as in the case of live television or Picturephone. This technology involves scanning a two-dimensional picture, any kind of picture, and converting it into a series of electrical impulses, which at the user's end are then reconverted to the original picture. (This same process makes possible facsimile reproduction of newspapers or other printed matter over long distances.)

Broadband technology can, of course, be combined with video or computer technology to provide a virtually unlimited system for delivering miniature talking pictures or digital data—in other words, for sending to any audience any amount of educational programming with illustrations and sound. Videotapes do not even require a transmission system, only a transportation system for moving them from the originator to the point of playback and from one point of playback to another.

Miniaturization. In addition to video technology (which is a species of electronic miniaturization), microfiche technology allows a large array of miniaturized images to be stored on transparent materials for later use at a student's convenience. The material can be re-enlarged on a reading machine or reproduced on a piece of paper. Extreme reductions are possible, as with the 20,000-volume library on American civilization now offered by *Encyclopedia Britannica*, each volume of which is available in the form of a single, thin *fiche* measuring three by five inches. Even greater reductions are possible. I have no doubt that it will soon be possible for an itinerant evangelist to carry around for distribution a packet, no larger than a deck of cards, containing a hundred copies of the Old Testament. (Such miniaturization is probably all that is needed to insure that neglect of the Bible becomes total, but that is another matter.)

Books, Blackboards, and Others. Other technologies may also have potential in education. For example, there are many kinds of audio devices, including one that has all but been forgotten by American educators called radio (the BBC seems to remember, however, as do the radio systems of many other countries). There are multitudinous mechanical gadgets, ranging from costly teaching machines to xerographic devices for making copies of any kind of document at a cheap price. There is also the ordinary blackboard, which is a structural aid made possible by technology. There are even things called *books*, which are nothing more than visual aids made possible by a technological breakthrough in the middle of the fifteenth century.

Our original question still needs an answer. Can these assorted technologies do anything to meet the demands for access, individualization, and economy? The answer is no, not now, but possibly in the future. If we think of the term "educational technology" as meaning more than hardware, if we think of it as an integrated *system* of teaching and learning for which the cost is reasonable and for which software has been specifically developed, tested in practice, revised, retested, and finally validated—then it is clear that educational technology cannot now meet any of the demands, for these reasons. First, the major hardware systems have not been built or installed on any scale; for example, there is virtually no school system or college or university in the country that is completely wired with a broadband communications system, not to mention a system that can link it to the surrounding community. Second, the quality of the materials to be used with whatever kind of hardware ranges from poor to miserable.

This sad state of the art in educational technology is welcome news to people who look with distaste or outright horror on new technologies and their potential consequences. I have entertained such sentiments from time to time. When I think about all those systems for delivering all those signals to all those audiences, I recall a series of questions that Tolstoy was moved to ask despairingly as he contemplated the communications technologies of the late nineteenth century. "Machines to do what?" Tolstoy asked in his notebooks. "Telegraph and telephone to transmit what? Schools, universities, academies, to teach what? Meetings to discuss what? Books, newspapers, to spread information about what? Railroads for whom to travel where?" Although I would not expect the disciples of educational technology to answer Tolstoy's questions, I wish they would ask them once in a while.

When I think of the promised glories of cable television, for instance, I find it possible to contain my enthusiasm. When I think that half or more of the homes of America may be wired for cable within the next 10 or 15 years, when I think that people will have, not 4 or 5 channels to play around

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with in search of something that interests them, but 40 or maybe 60 channels, with programming for even the most specialized of audiences (fans of the Metropolitan Opera, say, or of the local flower show), when I think that all of us will then be able to spend nearly every nonworking and nonsleeping moment of our lives looking at something on the tube we *want* to see—I find myself hoping that this technological monster might be strangled at birth. But the Luddite quickly yields to the realist in most of us as we acknowledge that these powerful technologies are going to continue to develop. All that we can hope for is that educators will have a voice in the way they are used and that they will have the wit to know what to say if given that voice.

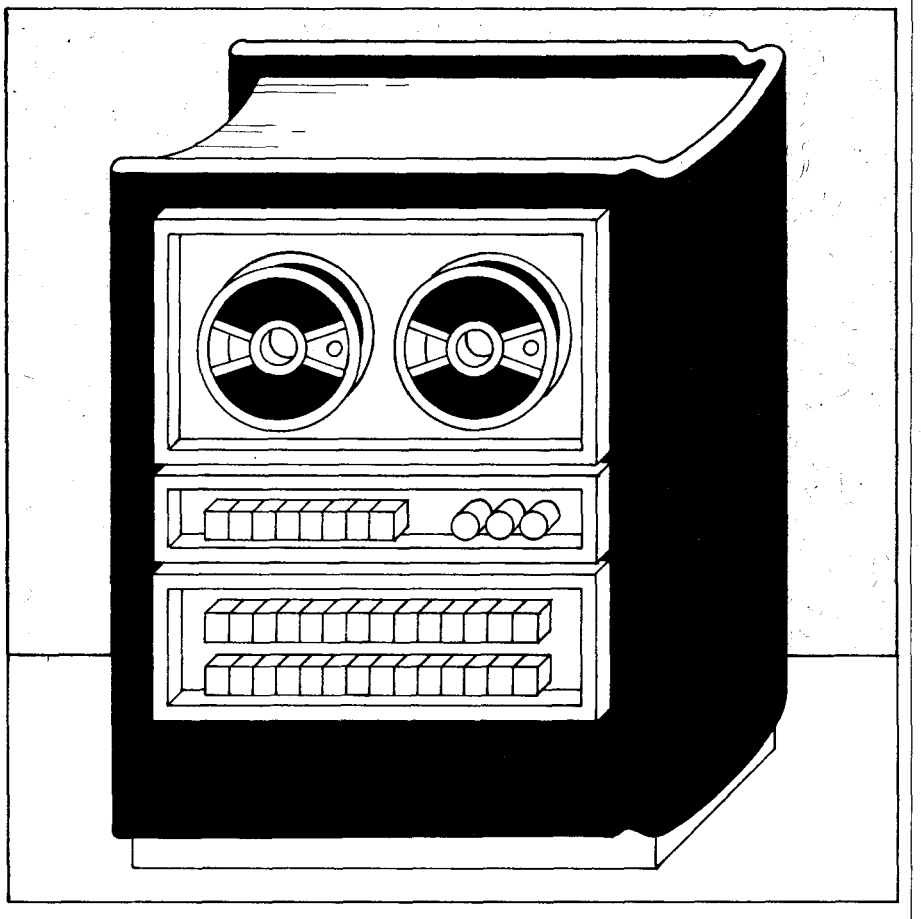
History suggests that new technologies are often overrated in the short run but vindicate their prophets in the long term. This may well be the case with educational technology. How long that term will be no one can say, but education by the end of the century may look fundamentally different from what it is today, thanks to technology.

Educators may ultimately learn how to ask the right questions of the new communications technologies and conduct the right experiments to test their potential. Educators may finally learn how to use television in a way that exploits rather than wastes its special capacities; they may learn how to take advantage of the immense power of the computer in order truly to individualize instruction for the first time since Mark Hopkins got off his log; and they may learn how to use to best advantage the miniaturized materials, the audio devices, and the other technologies I have mentioned, as well no doubt as others I have not mentioned or thought of.

For all my doubts and misgivings, I look forward to the time when the quality of American education at all levels can catch up with the quantity, and I do indeed believe that there is at least a gambler's chance that technology will help bring that event about. But to get us from here to there is going to require a giant effort in research and development by the best heads we can get to work on the problem. The effort needs to be applied not merely to the gadgets but to human learning and the way it interacts with the gadgets as well as to the further question of whether any kind of fruitful interaction might not require a wholly reconstructed system of education. Nor is talent all that is needed for this formidable and costly job. We need people with a deep interest in teaching, for it is pedagogy, after all, that we are really thinking about.

Meanwhile the central question abides: Do the new technologies of communication have any relevance to the teaching-learning process—a process that is itself preeminently based on communications? The only tenable answer at the moment is, "Maybe." □

General Learning



Remember "the marriage of hardware and software"? Well, the honeymoon is over. Technology's warm, hazy glow has faded.

BY EFREM SIGEL

In June 1966 Francis Keppel left Washington to become chairman of the board of a glamorous, new company called General Learning Corporation. Keppel hadn't lacked for challenges in previous jobs: he'd been dean of the Harvard Graduate School of Education and then, for four years, U.S. commissioner of education. He liked the idea of trying his hand at the business world—but there was another reason, too. "I was just plain interested in applying more sophisticated technology to education," he recalled recently.

If Keppel was interested, Time Inc. and General Electric, the two corporations that had combined in a joint venture to form General Learning, were practically salivating. Time Inc. was the nation's most successful purveyor of information and education through mass magazines, while GE ranked as the fourth largest industrial corporation, a leader in developing technology over a wide range of products from missile systems and power plants to home appliances and computers. (Time's president James Linen had predicted during a dinner speech in 1964 that the new venture would gross as much as half a billion dollars by 1970. But in 1970 revenues were barely pushing $30 million—and plenty of red ink had flowed.)

It was the kind of combination that the press called "a marriage of hardware and software." This phrase was repeated over and over in the mid-Sixties when electronics firms bought up publishing houses. The only trouble with the Time-GE venture—as with similar relationships—was that no one had the least idea of what the offspring would look like. The technology that everyone talked about proved all but impossible to define in practice. "The mistake," Keppel says now, "was to think that we could move as quickly as we originally hoped. Neither the products nor the market was ready. Neither of them."

If it's any consolation, educators misjudged the potential impact of the large companies almost as badly as did the companies themselves. A common reaction was apprehension: as the curriculum direc-

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tor for a suburban school district told me back in 1967, "We are all waiting to see what GE and IBM and the rest are going to do to us." Today, it seems that that the real story is not what the education industry did to the schools but rather what the schools did to the education industry.

Not that the industry helped its own cause. General Learning spent a good part of its first two years pursuing a series of dead ends. One was computer-assisted instruction—a natural interest, given GE's stake in the computer time-sharing business. But after a close look, GLC had to conclude, as Keppel puts it, that "the costs were just wrong." To its credit, GLC learned this lesson a lot less expensively than IBM and RCA; both dropped small fortunes in fruitless attempts to turn the computer into a classroom tutor.

Another blind alley was audiovisual hardware; GLC labored for years to sell a GE device called the Phonoviewer, which plays a strip of colored film and a recorded program through a little box resembling a television set. The effort produced only modest sales, but it taught the essential point that no hardware gimmick sells itself without programming—and that in education it's developing the programming, not the machine, that takes money.

Finally, GLC nurtured high hopes in industrial training and adult education. These hopes crumbled somewhat in 1969, when the company's Clinton, Iowa, women's Job Corps center became an early casualty of Job Corps cutbacks. And while GLC did publish several basic education programs for adults, including one aimed at preparing individuals for the high school equivalency diploma, sales were mediocre.

If anything, the adult education and industrial training market turned out to be even harder to reach than the elementary and secondary schools market. A persistent problem with all such training programs has been figuring out what the unemployed or underemployed person really needs. Better competence in reading and math? Technical or office skills? The inculcation of middle-class work habits? Or simply the fact of a decent job and a decent income? Neither GLC nor others in the field were able to come up with very good answers. (Lately, however, education companies have latched onto a new way of participating in the vocational training business by operating proprietary schools that teach trade or office skills on a tuition basis. General Learning now runs two business institutes in New Jersey and expects to open others in the future.)

Despite these disappointments, GLC did have its successes. One resulted from building on the main strength of the company Silver Burdett, its textbook-publishing arm. Acquired by Time Inc. in 1962, Silver was strong in elementary school music, math, and science. Under new management the publishing house expanded into high school subjects. It began looking for ways to break up instructional programs into smaller units and to specify the instructional objectives for each unit. An example was the highly successful Intermediate Science Curriculum Study (ISCS) program developed at Florida State University, which GLC won the right to publish in 1970. The program comes with a carefully sequenced set of behavioral objectives, and it mixes printed materials, visuals, and lab equipment. Keppel says, "I hate to use the word packaging, but the fact is that we're putting together an attractive combination—with an effective program running through it." The emphasis on visual appeal shows up too in GLC's new elementary arithmetic program, which borrows from *Sesame Street* in its use of cartoon characters to enliven the teaching of mathematical concepts.

Another General Learning success has been its debut into materials and services for the early learning field. In 1968 it bought Judy Company, a producer of puzzles, games, alphabet cutouts, and other decoratives. Sales have jumped more than eightfold since then. GLC also worked out an arrangement to distribute a Toy Lending Library created by the Far West Regional Lab, one of the nonprofit research and development centers funded by the U.S. Office of Education (and now under the aegis of the new National Institute of Education). On its own, the company designed a line of flexible day care center furniture called Adaptispace units.

Finally, GLC developed a program to train day care personnel. All these day care services give GLC the capability to contract with a government or nonprofit agency to pick a center site, furnish it, fill it with materials, train the teachers—and then turn the key over to the sponsor.

Besides its publishing and early learning divisions, General Learning recently began furnishing educational services to school systems. It bought a company that scores tests and another that provides computerized scheduling and attendance reporting. These modest activities represent quite a comedown from the mid-Sixties, when GLC and other companies boasted of their ability to help apply "modern management techniques" to education.

But GLC still hopes to get to the point where it can help school districts do a better job of allocating scarce financial resources and choosing among instructional goals. To Keppel the time seems auspicious: "A lot of the public are clearly interested in knowing more accurately the results of their investments in education."

Paradoxically, Keppel thinks the current decline in school enrollments may actually help education companies by focusing public attention on the internal performance of schools, instead of, as in the Sixties, on the need for new classrooms. John Backe, who was president of GLC until January, when he left to head the Education and Publishing Group at CBS, put it this way: "I see zero population growth as a boom factor. Schools will be investing heavily in new programs, because they'll be able to shift money from bricks and mortar to other things." It's true that capital spending on new construction has dropped in the last two years—though there's no sign of a corresponding increase in spending on materials. Schools continue to allocate a slim 1 per cent of total budgets to textbooks and 2.8 per cent to all teaching materials—almost the same percentages they were spending six years ago.

Whatever the situation in the marketplace as a whole, however, GLC is prospering. While educational publishing companies taken together had no sales increase in 1972, General Learning's revenues rose by 10 per cent to $34 million. After heavy losses in its first four years, the company got into the black in 1970; since then profits have risen sharply. Much of the credit for this performance goes to Backe, who took over full-time operating responsibility in 1970, as Keppel went on half-time to work on various civic projects. An ex-GE marketing executive, Backe spruced up GLC's marketing by reorganizing the textbook sales force and by instituting a sophisticated computer model for assigning territories and measuring performance. His successor, picked in March, is William Cordier, from GE's corporate staff.

The attention to marketing pointed up, belatedly, a basic precept that was often overlooked in the initial discovery of education by big corporations: no one can simply decree the adoption of a worthwhile educational product by school systems across the country. Whatever the merits of a given textbook or learning aid, it must still be sold to school systems one at a time. Since there are 16,000 school districts and nearly 100,000 elementary and secondary schools, marketing is far from trivial.

If GLC has shown itself to be a shrewd marketer of educational products, it has also participated in several of the more encouraging trends that characterize education companies today. One is closer cooperation with the regional labs and nonprofit centers that develop curriculum programs. Another is far more extensive validation of learning materials before their commercial introduction. Such validation still affects only a small minority of educational products, but such important companies as GLC, McGraw-Hill, Xerox, Science Research Associates (an IBM subsidiary), and Westinghouse Learning now engage in it at least for their major programs.

The biggest change at General Learning is the abandonment of the hazy belief in technology as an answer to educational problems and the concomitant emphasis on products and services that will yield profits now. Such a shift could perhaps be construed as bad news for education. It's obviously good news, however, to Time Inc. and General Electric, the corporate parents that bankrolled GLC in a flush of enthusiasm and then wondered if they'd ever see their money again.□

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Computer Confrontation

As computers invade more and more classrooms, educators find themselves increasingly at odds over the question of what a computer should do. Should children use computers to master skills? Or should they use their own skills to master computers? According to Patrick Suppes, professor of mathematics at Stanford University and the acknowledged expert on Computer-Assisted Instruction (CAI), mastery of basic skills is the prime function of computers. From his laboratory at Stanford, Suppes gives advice to many CAI school systems and dissects students' learning behavior for research. The self-proclaimed "White Knight of the Behaviorists," Suppes finds himself in constant conflict with such "romantics" as Bob Albrecht, founder of the People's Computer Center. Albrecht believes that computers should be used as learning resources rather than as drill masters. People drop into his shabby one-room computer center in Menlo Park, California, to drink beer and play games like "Hurkle," "Space War," and "Bagels" with his three computer terminals. SR recently asked both Suppes and Albrecht to talk about their views on the role of computers in the classroom. Here are some excerpts:

SUPPES

One of our most important concerns is the people who say that because they have all these facilities and technology, teachers will write their own courses. I think that's no more true than it's been in publishing—that the average teacher would write a textbook. I think it's less true. In fact, I think what will happen is that the deeper we get into the subject, the more sophisticated the articulation of curricula will be. Just a student learning elementary arithmetic—or a second language—is a very complicated phenomenon.

- From the introduction of the Gutenberg Bible in 1452, it was more than 300 years before books were used in schools. We move faster now, but people don't often realize how complicated the technology of books turned out to be in the schools.
- I think the real problem with romantics is that their intellectual level is so poor. You get things in education that you don't find in any other field. Nobody would seriously listen to someone who wrote a book on how to build better televisions just on the basis of watching television.
- That is characteristic of education, unfortunately. People come in on a fly-by-night basis without a proper background in scholarship; they don't attempt to acquaint themselves with the scientific background of research on how people learn. It isn't that they may not make some useful layman-type comment. But that is different from posing as an expert.
- What I find really striking is that people say things about intellectual skills that they would never say about physical skills. Nobody says that you can produce a first-class basketball or football team just by horsing around. Or suppose we trained pilots that way: let's take an airplane and horse around—it's a nice technological device; you don't need any training—just play around with it, take it up, and see how you like it. That's crazy! There's very little evidence that any but the smallest part of the population would ever learn mathematics on a playing-around basis.
- It's like learning a language—like learning how to handle Russian verbs. That's not something you reflect on. That's a matter of skill, not reflection. It's like saying: I'm going to shoot baskets, and then I'm going to sit back for ten minutes and reflect on what I'm doing. That isn't the way you operate. That isn't the way human beings learn. □

PATRICK SUPPES

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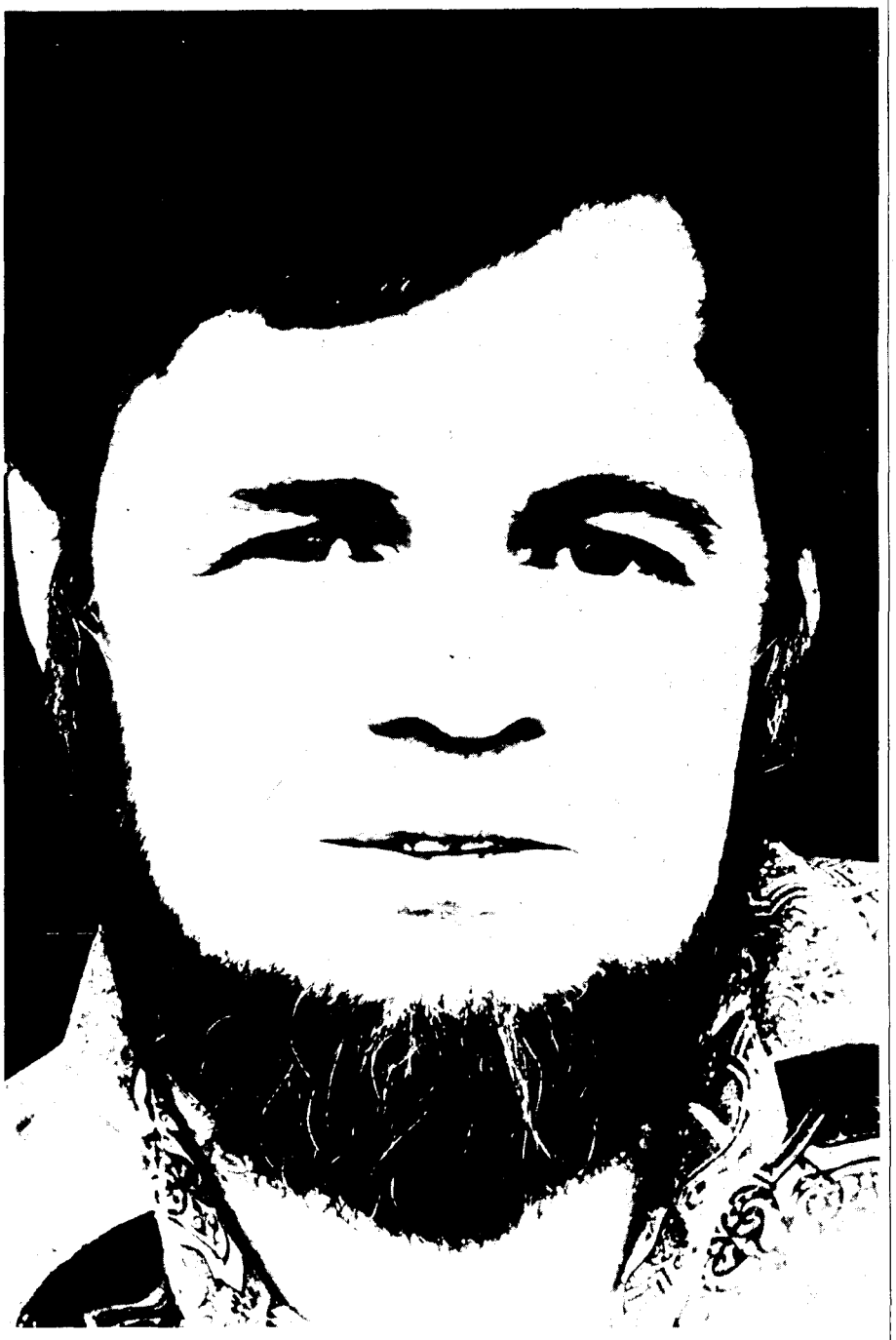
ALBRECHT



Computer power has always been in the hands of institutions—governments, corporations, schools. It has never been in a place where people walking down the street could have access to it easily and cheaply. We want to start friendly neighborhood computer centers, where people can walk in like they do into a bowling alley or penny arcade and find out how to have fun with computers—just walk in the door and pay $2 to mess around with whatever is going on.

- Kids who continually interact with a computer in a situation where all the control is on the computer's side, where all they do is respond and the computer says you're right or you're wrong, are likely to become susceptible to computer control. Drill and practice programs where the computer is in full control are all right as part of the learning environment—if you also teach kids how to control computers. I would not teach computers how to control kids unless I also teach kids how to control computers.
- When kids are taught things by breaking them down into little pieces, they may be conditioned to always having things broken down. I mean, they won't be able to solve problems unless the problems are pre-broken down.
- When kids first come to the People's Computer Center, they usually play games. Sometimes for two or three weeks. But at some point almost every child asks, "How does the computer play these games?" "How can I write a game?" "How can I make the computer do this?"
- After a kid has learned some mathematics—by drill and practice, maybe—then we can teach him a simple program to teach some other kids. Then he knows how it was done to him. Then all the mystery is dispelled. And maybe his program will be better for kids than the program written by a behavioral scientist sitting in an ivory tower somewhere.
- I started in this about 11 years ago, and I thought I was going to change the world by teaching kids how to use computers—and then after about five or six years I found out that I wasn't going to change the world—and it had nothing to do with using or not using computers. I think computers are fun; I have fun playing with computers, and I have fun playing with kids and computers together, and I have fun watching kids play with computers.
- I don't see why people are offended at thinking about computers as toys, because lots of other artifacts in our civilization are toys—like television sets and cars. Computers are less expensive than automobiles now, so why can't a computer be thought of as a toy? The computer is intrinsically an information-doing-things-with device. And so it seems to me a very powerful toy for people to use—and once you get into it as a toy, you start doing some interesting things with it—and what's wrong with having fun while you learn? My methods may not be too practical—I really don't know if they're practical—but they're so much fun to try. □

BOB ALBRECHT

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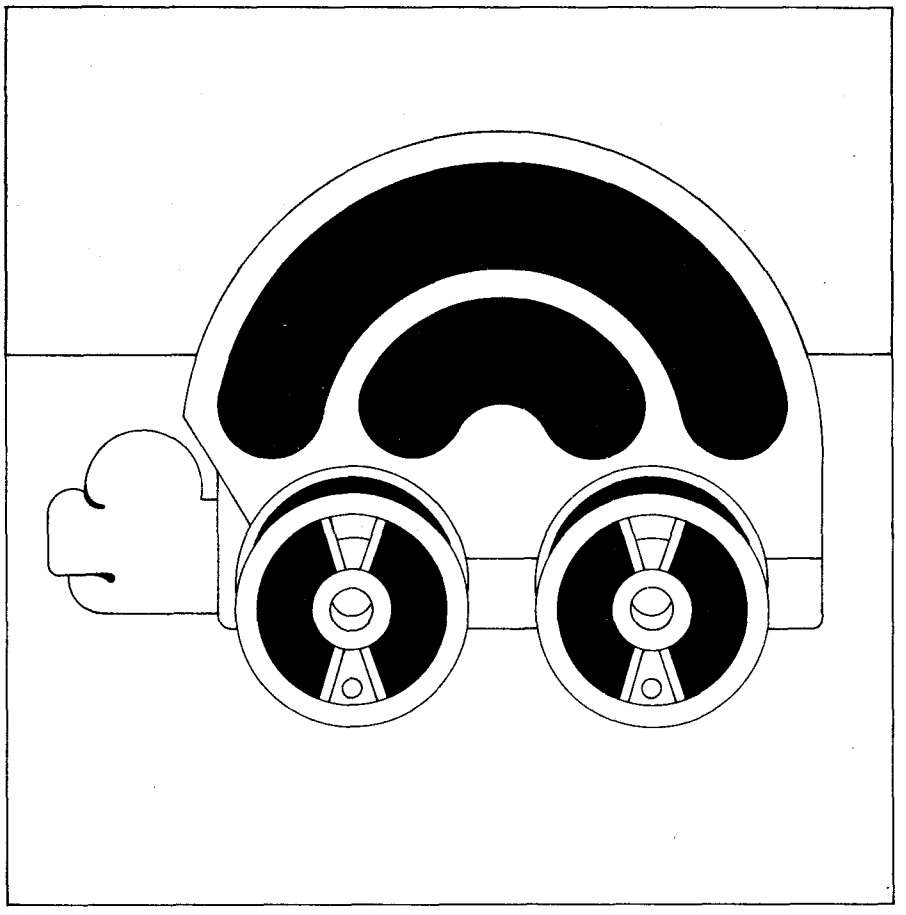
General Turtle



Behold the fertile turtle. Multiplying. Squaring. Angling. Feedbacking. Bunny hopping. And giving kids a grand time.

By CARYL RIVERS

Like General Motors or General Electric (or General Learning), General Turtle is a company. But instead of making cars or electrical devices, General Turtle makes . . . well, turtles. They're similar in size and shape to nature's kind but have insides (visible through the clear plastic shell) that look like the bottom of a toaster. Hitched to a computer, a General Turtle turtle can be ordered to wheel around and execute a series of turns, feel its way around the edges of a box, toot a horn, turn on a headlight—and then, at the order "pen down," trace its journey on a piece of paper.

That's all very charming, but of what earthly use is it? To find the answer, I visited General Turtle's corporate headquarters, two tiny rooms in the same building that houses GT's parent, the Artificial Intelligence Laboratory of the Massachusetts Institute of Technology. The co-director of the AI Lab, Dr. Seymour Papert, has been director of the infant corporation ever since it went into business last September.

"Technology in education usually means inventing bright new gadgets to teach the same old stuff in a thinly disguised version of the same old way," says Papert. "If the gadgets are computers, the same old teaching becomes incredibly more expensive and biased toward its dullest parts, namely the kind of rote learning in which measurable results are obtained by treating children like pigeons in a Skinner box."

Dr. Papert, a 45-year-old South African mathematician, worked for five years with Jean Piaget, the renowned Swiss expert in child behavior. And like Piaget, he believes that children learn by doing and by thinking about what they do. With the turtle children can do things with mathematical concepts. An angle becomes something that can be used to make a turtle walk the way you want it to walk (just as an angle can be used to get a spaceship into orbit). The child wants to get the right angle so he can make the computer do what he wants—not because he wants to get a good grade or to make the teacher happy.

To operate the turtle, a child sits at a terminal constructed like a typewriter keyboard. The terminal is connected to a computer that "speaks" in LOGO, a simplified computer language perfected at the laboratory. Dr. Papert explains that people who know languages can think of it as a "baby lisp," though that term is misleading, because LOGO, though easy to use, is a full-fledged computer language.

When I got my chance at the turtle, I first tried to make a square. All I got was a slanted line. I tried again, typing commands on the keyboard: forward 10, right 90 (degrees). I got a square. I felt very good about it. Later I instructed the computer.

"To square," I told it, "you do this," and I gave it a set of instructions. Then I ordered it to square, and it made a square. And I am terrified of long division.

Dr. Papert believes that teaching a child to think involves getting rid of the fear of mistakes that sometimes drifts through schools like the Asian flu. "That's where debugging comes in," says Russell Noftsker, manager of the AI Lab and one of the stockholders of General Turtle. People at the lab talk of "bugs," not mistakes. Debugging means figuring out what you did wrong and doing it right to get the results you want.

"Children get over their fear of making mistakes," Noftsker says. "They find out mistakes aren't disastrous. If a child tells the computer to do A instead of B and he gets a funny figure, he can laugh at it along with everyone else." Sometimes, he says, children are delighted when they make a mistake. It gives them a chance to go "bug hunting."

Students in schools in Lexington and Cambridge, Massachusetts, have worked with turtles in projects sponsored jointly by the AI lab and the schools. Fifth-graders in Lexington started an eight-week project by making simple shapes and progressed to making animations of such things as a bunny hopping and a submarine sinking. Junior high school students worked on language projects. One girl taught the computer to conjugate French verbs.

Other projects that have been outlined for school use with present turtle equipment and other devices now on the drawing boards include examining the biological concept of feedback with a turtle equipped with touch sensors, using the turtle motors and a magnet to build a tower with an erector set, and learning about the structure of language by writing "concrete poetry" on the computer.

General Turtle is now marketing a starter system for schools that have access to computers, either on the premises or via telephone lines. The basic equipment, which costs $3,705, now includes a turtle with touch sensors, a music box, a plotter for making more intricate tracings than the turtle, and a controller, the link to the computer. General Turtle has sold five systems to date, and its president, Alan Papert (an engineer and the brother of Seymour Papert), says that if the firm markets 70 to 100 systems in a year's time, he will be reasonably encouraged. □

Caryl Rivers, a freelance writer and a television commentator, writes frequently for SR of Education.

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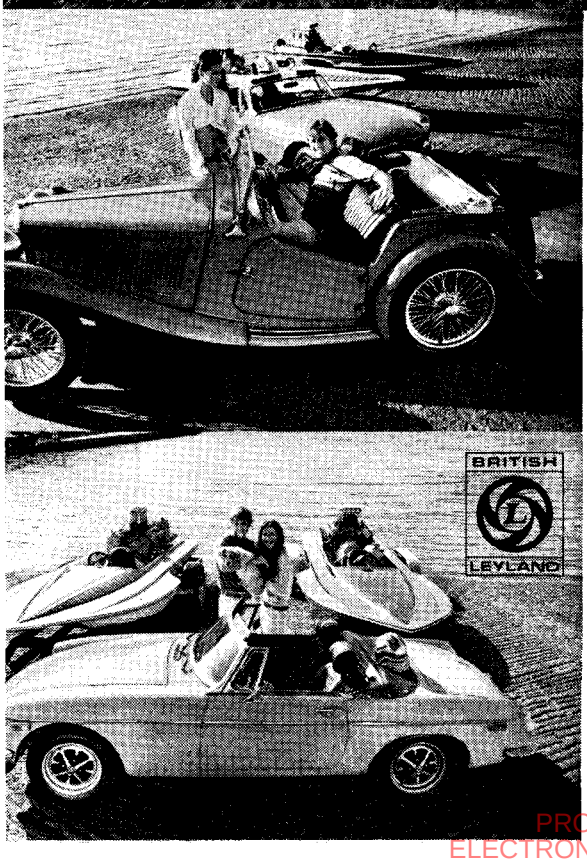
Still built with a marvelous device called the human hand.



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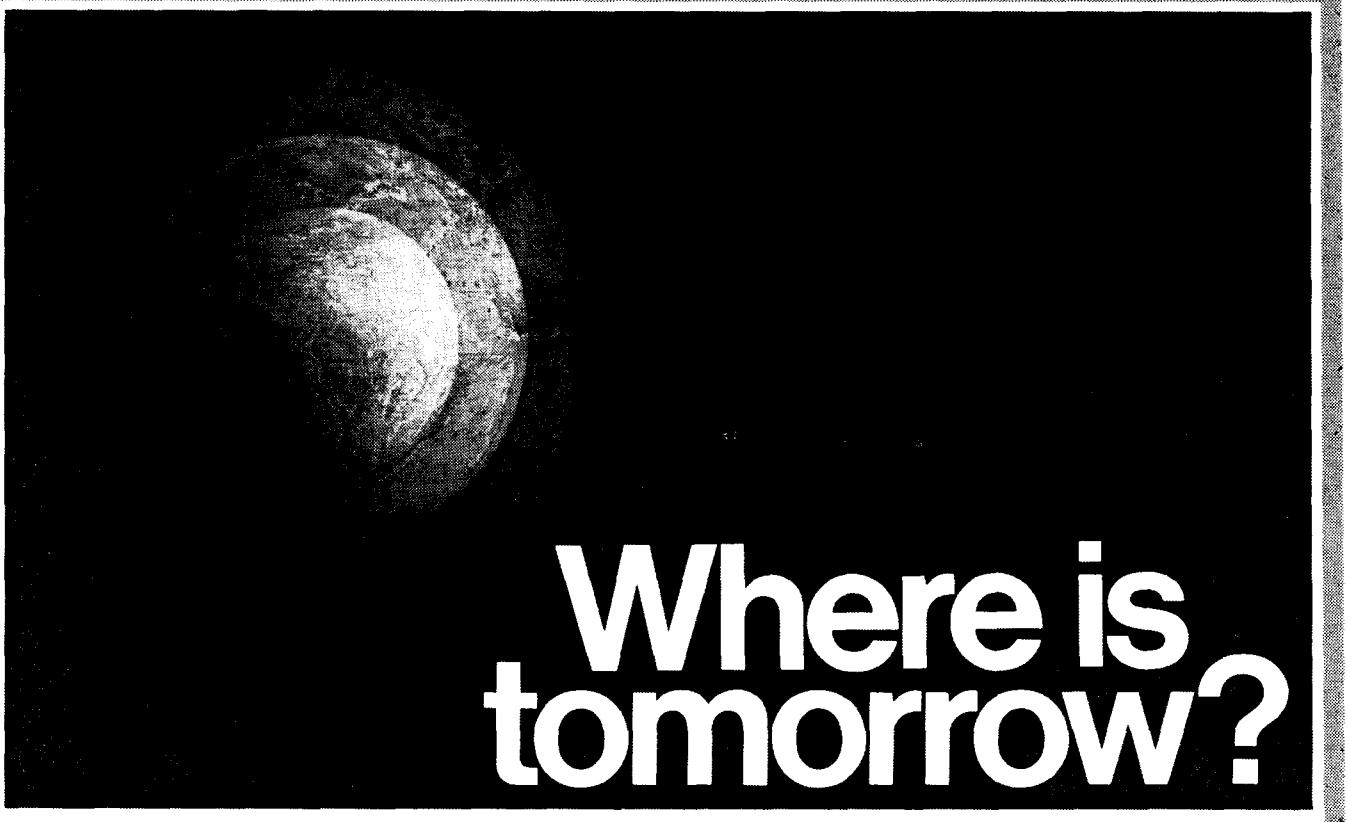

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Fill in the Bl_nk

Bit by bit, frame by frame, you master programmed learning.

BY K. C. COLE

1. Programmed instruction is a specifically defined method of teaching that 1) presents material in small, sequential steps, or "frames," 2) requires a response from the student after each frame, and 3) provides an answer, or feedback, to the student response after each f_____.

frame

2. A teaching machine is a device that presents a program. It can be as simple as a textbook or as complex as a computer. Teaching machines prevent a student from proceeding to the next frame until he has correctly responded to the previous frame. In other words, teaching machines prevent ch_ting.

cheating

3. Audiovisual devices can be teaching machines only if they present material in sequential frames, require student response, and provide for f_____.

feedback

4. Programmed instruction can be linear or branched. A linear program is so simple that if a student responds incorrectly, it is the fault of the program. Any incorrect responses to this program so far should be blamed on the w_____ of the p_____.

writer program

5. Branched programs are far more flexible. When the student responds incorrectly, the program directs him to an appropriate drill, section, book, film, tape, or other source that will correct his misconceptions. Branched or "scrambled" textbooks involve a lot of page turning and are quite confusing. Branched computer programs that direct students to appropriate drills do the same job as a good teacher; only they can do it faster and automatically. Are branched programs the greatest thing since sliced bread?
No. Go to frame 7. *Yes.* Go to frame 6.

6. Branched programs have great potential, but at present they are extremely elementary, as you can see by this example. Good branched programs are rare. If you don't believe this, wade your way through some branched textbooks or try some branched computer programs. Then return to frame 5.

7. Good. Simple linear programs were conceived by behavioral psychologist B. F. Skinner. His theory was that people learn best when 1) material is presented so simply and in such small steps that the student is never discouraged by a wrong answer, 2) the student actively involves himself in learning through his responses, and 3) students proceed at their own pace. Do you understand this material?
Yes. Go to frame 8.
Thoroughly confused. Go to frame 9.

8. You're lying. Return to frame 7 and try another answer.

9. Good. Programmed instruction is used extensively throughout schools, the military, and business. Yet few people really understand what PI is and what it isn't. Most computer-assisted instruction (CAI) consists of simple linear programs. Most audiovisual devices aren't programmed at all, even though they may purport to be. Sometimes the term "programmed instruction" is used very broadly to include "units" of teaching that are sequential and require response and feedback but are much larger than a typical frame. For example, a frame might consist of a specific behavioral objective, such as learning how to make a paper hat. Does it seem to you that PI has many advantages? Or disadvantages?
Advantages. Go to frame 10.
Disadvantages. Go to frame 11.
Don't know. Go to frame 12.

10. Yes, but PI also has many disadvantages. Good programs not only are hard to find but are very expensive and have limited usefulness. In fact, while PI is now used extensively in all kinds of education, the state of the art has not changed much in the last ten years. Go back to frame 9.

11. Yes, but programmed instruction can be both an effective and efficient method of teaching basic skills. When used correctly, it can provide for highly individualized and controlled learning. Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), and many other "individualized" programs rely at least in part on PI. On the other hand, many don't. Go back to frame 9 and try again.

12. Good answer. For more information on programmed instruction, contact:
The National Society for Programmed Instruction. Go to frame 13.
Dr. Carl Hendershot. Go to frame 14.

13. Possibly, but NSPI is changing its name to something other than programmed instruction, which says something. Back to frame 12.

14. Dr. Hendershot is now publishing the fifth edition of his *Bibliography on Programmed Learning and Individually Paced Instruction,* the only complete list of the literally thousands of programs available. If you want information on programs or if you know of new programmed materials for the bibliography, please contact Dr. Carl Hendershot, 4114 Ridgewood Drive, Bay City, Michigan 48706. □

K. C. Cole is an associate editor of SR of E_____.

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Electronic U.

At Golden West Community College technology is the Holy Grail, found. Says one prof: "It's a really rewarding way to teach."

BY EDWIN KIESTER, JR.

This is how a freshman learns introductory biology at Golden West College in Huntington Beach, California, each semester:

At his own convenience, the student, one of 600 taking the course, goes to a large, second-floor room called the Audio-Tutorial Biology Laboratory. He punches in on a time clock, then checks out an audio-cassette player and a slide tray from an equipment desk. Entering one of 60 study carrels equipped with slide viewer, microscope, and biological specimens, he sits down and switches on the tape.

"This is Course Objective Nine," the recorded voice of instructor Lou Mikelson greets him. "It covers the body's internal control and balance systems. Open your lab manual to page 156 and put the first slide on the viewer. Look at the part marked 'A.' It shows in diagram form the central nervous system of the body . . . ."

For the next 60 minutes of tape Mikelson leads the student through an explanation of the voluntary and involuntary nervous systems, the axon, the dendrite, the synapse, and the major parts and functions of the brain. He covers each point in detail and orchestrates all the equipment at the student's elbow, telling him when to change the slide, when to look into the microscope, when to go to one of the lab tables at the back of the room to conduct an experiment, and even when to ask for help from one of the paraprofessional "instructional associates" on duty at the lab.

On one tape, with a cheery "see you in ten minutes or so," he even suggests that the student get up and take a walk before reviewing the entire slide series and going on with the lesson. The student can stop the tape, repeat it, go as fast or as slow as he pleases, and quit after 15 minutes, three hours, or whenever he's had enough. Typically, he stays in the carrel for about two hours before turning in his equipment and punching out on the clock.

On the other side of the campus, some of Golden West's 1,000 students stand in line to use the Computer Services Center. Inside, they sit before one of 30 terminals linked to an IBM Model 155 computer and "interact" with any of 590 teacher-prepared "segments"—drills, lessons, and reviews—stored in the computer's memory bank. The computer prints out questions, and the student types back answers in subjects from spelling to algebra. A "microfiche" hookup, which allows stored miniaturized visual materials to be projected on the computer screen, even enables art history students to view Old Masters while the computer asks questions about them.

Elsewhere at Golden West the "Golden Keys" typing lab hums with the sound of video and audio cassettes. Would-be typists operate almost completely on their own, using the tapes for speed drills, which are dictated at a gradually increasing rate. Engineering classes employ sound-equipped slides to teach prospective technicians how to use a slide rule. In freshman English, students practice syntax and paragraph structure with a tape playback—and get back their compositions accompanied by a tape cassette of the instructor's criticisms.

Golden West's "Electronic U" even extends beyond the perimeter of the 122-acre campus. More than 1,300 fully enrolled residents of the community college district now sit in their homes and study introductory psychology, consumer economics, or physical geography via the district's own open-circuit UHF television channel, the "Communiversity." Each half-hour course is repeated three times a day, with the students receiving additional help by phone calls to the course "facilitator." As part of the registration fee, they also are entitled to texts, the course syllabus, and as many face-to-face meetings with the facilitator as they feel they need. Their only contact with the campus otherwise is to show up for midterms and finals. In September the station plans to add credit courses in anthropology and sociology.

Golden West has been pioneering in the technological approach to education ever since it opened in 1966. Along with its sister institution, Orange Coast College, it has deliberately attempted to design its program around hardware. Officials of the Coast Community College District operate on the principles that community college students differ from the traditional college population in their learning styles and in their need for individual assistance, and that traditional classroom methods alone cannot fill the bill. "We have to provide help for people who prefer to walk straight over hills as well as those who prefer to walk around them" is the way Hayden Williams, Golden West's director of learning resources, explains the philosophy. "Recent times have shown that people do not learn just from books and lectures, but in myriad other ways as well."

The Golden West approach goes beyond nuts and bolts. Integral to the system are individualized written contracts, in which student and instructor define the course objectives and agree on what will be learned during the term. Golden West also has pioneered with self-guiding counseling materials, issued to each freshman on

Edwin Kiester, Jr., a freelance writer, was formerly executive editor of Change.

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admission. By carefully leading the student through the most commonly asked questions about educational and vocational requirements via programmed "branching" techniques, it relieves some of the burden on the typically hard-pressed community college counselor.

"In the Fifties," says Bernard J. Luskin, the district's energetic, young vice-chancellor for educational development, "we made many advances in our ability to communicate and to transmit information. In the Sixties we learned about human behavior and how people learn. In the Seventies the colleges' task is to bring these together into new educational delivery systems suitable for highly sophisticated learners. If we don't do it, we'll be obsolesced. Other forms will emerge and do the job instead."

Coast district officials are at pains to prove that their approach does just that. "Everything is specifically and deliberately designed according to established principles of learning," says Dudley Boyce, president of Golden West. Adds Williams, a botanist who taught the audio-tutorial biology course in its early days: "We keep our eye on the educational ball. We continuously evaluate whether we're meeting our educational objectives. Audio-tutorial has failed in other places because people got so fascinated with the trappings they forgot about the substance. It's like a cafeteria—what counts is not the shininess of the trays but the quality of the food."

Boyce points out that few methods used at Golden West are truly revolutionary or even unique. Audio-tutorial, for instance, was started at Purdue and is used in limited form by other community colleges. The contract system dates back to the Dalton Plan of the 1800s and was revived in this century by Oakland Community College in Michigan. What distinguishes Golden West and to a lesser degree Orange Coast is the way all these pieces have been brought together.

A college built on hardware has quite a different atmosphere from the traditional ivied campus. Even the physical plant is strikingly unconventional. Golden West's ocher-and-umber poured-concrete buildings are designed on the modular principles of Le Corbusier, so that everything, even the distance between buildings, is in four-foot multiples and presumably interchangeable. What would pass for the library on another campus is called the Media Center. Here, instead of book stacks, is found a honeycomb of study carrels, with students listening to tape players, watching TV monitors, viewing filmstrips, and occasionally reading books. Instead of checking out books, librarians pass out audio and video tapes and thread film projectors.

In addition to the biology "AT Lab," there are three other audio-tutorial facilities at Golden West—a 36-unit room used for anatomy and physiology, a 40-unit setup for freshman English, and a 90-unit room for geology, chemistry, and the physical sciences. But the two most striking buildings are called Forum One and Forum Two. More than 300 students can be assembled at a time in each one to hear a lecture augmented by a dazzling display of electronics. Standing before the class at a console, the instructor (with the assistance of a backstage technician) can cue in split-screen projection, random-access slide carrousels, and a rear-screen video projector. A closed-circuit color TV hookup allows zoom close-ups of a lab demonstration and, Williams says, "gives the student in the back row a better view of a dissection than even someone at the instructor's elbow would get." A speaker-phone allows the lecturer to dial an off-campus expert and then broadcast his voice to the class; phones can be plugged in anywhere in the Forum to allow students to ask questions in return.

After large-group instruction the class is broken apart into 20-student sections to discuss the material. The large-group–small-group method is primarily used for basic courses in sociology, anthropology, zoology, and other natural sciences. Faculty members get double classroom credit for lecturing in the Forum.

Teaching at Golden West calls for a vastly different kind of faculty member. Norman Rich, chairman of the mathematics and science division, says he still puts academic qualifications first in interviewing applicants but ranks "certain personal considerations" a close second. Translated, this means the new teacher must be willing to "think technology" and be familiar with Skinnerian techniques of fractionated learning. He must also be highly flexible, since the district's avowed policy is one of "continuous transformation of the educational process in direct response to the needs of the students and the community."

Teachers design most of their own classroom "software" materials, with the aid of a printing plant that turns out 6,000,000 sheets a year and a full staff of artists, layout men, designers, and electronic technicians. "It's like a professor preparing his own lecture notes," Hayden Williams says. "If you use somebody else's tapes, it just doesn't ring right." To sweeten this demand, the district has set aside $60,000 to finance faculty members who wish to develop new programs or study different ways of teaching and learning. More than 20 such grants were awarded last year.

The traditional faculty structure also has been discarded at Golden West. There are no professional ranks; everyone is designated "instructor." There is also more of a team approach to teaching. In "AT Biology," for example, Mikelson is assigned as "anchorman." He charts the course objectives, records the tapes, and presides over the weekly large-group orientation session, which outlines the week's work. Each of the other instructors in the department handles one to three groups of 20 students, following the objectives Mikelson has laid down. On the third level are the "instructional associates," who answer student questions during lab hours. The budget calls for them to be paraprofessionals or graduate students from nearby Long Beach State. Because of the teacher surplus in California, however, the jobs are filled by people with master's degrees and teaching certificates. Around Golden West they are known as "academic braceros." And for all the demands made on them, most faculty members profess to enjoy teaching at Golden West—although it is acknowledged that those who don't like it leave quickly.

The Golden West approach is also rewarding for the taxpayers. Despite the heavy capital outlay for instructional equipment, its district now ranks fifty-fourth among 68 community college districts in California in instructional costs per student. Last year the figure was $756.84 per student, compared with the statewide average of $900–$1,000. Williams points out that the heavy load of teaching responsibility assigned to machines allows Golden West a student-faculty ratio of 36 to 1. "When people ask me, 'How can you afford it?' I say, 'If we tried to do the same kind of intense individual instruction with faculty, our costs would go through the roof.' This is a case of getting more with less."

But do students actually learn under Golden West's methods? Aren't they turned off by talking to computers and dehumanized by listening to impersonal cassettes? Like disaffected faculty who turn in their badges quickly, students who don't like the Golden West approach don't stay around to talk about it. But Golden West officials insist that their computers and tapes, far from being impersonal, provide much more individual attention than a student could get on a conventional campus, where he is lucky to see an instructor alone for a few minutes once a semester.

President Boyce proudly notes that in introductory biology before audio-tutorial was introduced, 44 per cent of the students dropped out without completing the course, 18 per cent got F's, and only 8 per cent A's. Today the attrition rate is down to 22 per cent, 20 per cent of students get A's, and only 8 per cent fail. For further evidence, Boyce says that Golden West graduates who go on to third- and fourth-year study at state universities hold their own or surpass students who have spent their first two years there.

"Students who go on from our district to four-year institutions come back crushed," Luskin says. "They're staggered by the change from a flexible method to a very dogmatic one. All of a sudden they're in a setup where education is thought of as four walls, thirty stools, and a talking face.

"I've heard our methods spoken of as impersonal and dehumanized—but never by anyone in the Coast district. We know here that you can't replace a teacher with a machine, but you *can* replace machine-like teaching." □

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Holography: Light

BY MICHAEL C. LESTER

A child sits at a desk, with six blue blocks under his hands and a strange, translucent screen before him. The child is about to learn how to count.

The screen is a hologram, a recently discovered means for storing and displaying three-dimensional images. Peering into the screen, the child can see a pile of six red blocks, so real that they seem to extend toward him through the screen and simultaneously disappear some distance behind it. The child can also see behind the screen his own hand moving through the blocks like the fingers of a ghost. The red blocks don't actually exist. They are phantoms of holography.

Three-dimensional images of blocks are abstractions. Numbers are abstractions too; "six" is a concept, not an object. The child takes a real object, a blue block, and tries to superimpose it over the red "block" behind the screen. When he succeeds, he has "one." It's not like putting a peg in a hole—because pegs aren't holes and the child would then be constantly transferring abstractions. "Kids," says Lloyd Cross of the School of Holography in San Francisco, "should deal with easily perceived abstractions when learning mathematics. Through holography, kids can picture a concept. It's the only *honest* way to learn the number system."

Often called "total photography," holography uses a laser light source, a beam-splitting mirror, and a translucent sheet of film. Any object—from a red block to a nonexistent shape concocted by a computer—can be recorded on this film, or hologram. The hologram, when illuminated, re-creates a three-dimensional image of the object, perfect to the tiniest detail. A hologram is merely a filmed record of an interference pattern of light. Yet this piece of film is potentially the most important device in the educational technology of the future.

Holography is being taught in a few colleges across the country, usually finding its place somewhere in the physics classes. T. H. Jeong, who teaches holography workshops at Lake Forest College, in Illinois, points out that laser holography is the outgrowth of four Nobel Prize–winning discoveries in physics. To understand holography is to understand a great deal about how the physical and mathematical worlds operate.

But holography has a much wider application in the field of education. Without lenses, without projection screens, without any special environmental conditions, holography can make any object visually immediate. Rather than reading about a snowflake in a textbook or studying it on a filmstrip or slide, a student can perceive this snowflake before him, coming toward him—in three dimensions. Nothing is left

The photographs above demonstrate just some of the educational applications of holography — in biology, physics, chemistry, math, and art. These are stereophotographs that — with the use of a standard compact mirror — can create a three-dimensional effect similar to that of holography. To view, hold a small hand mirror flat along the right side of your nose, with the mirrored side facing right. Hold your head about six to nine inches from the page, lining the mirror up with the white space between the pictures (as in the artist's sketch at the right). With the left eye look at the left picture. With the right eye look into the mirror and see the reflected image of the right picture. Adjust the mirror and your head so that the images superimpose — and the scene will pop out in 3-D.

Michael C. Lester is an assistant editor of SR of Education.

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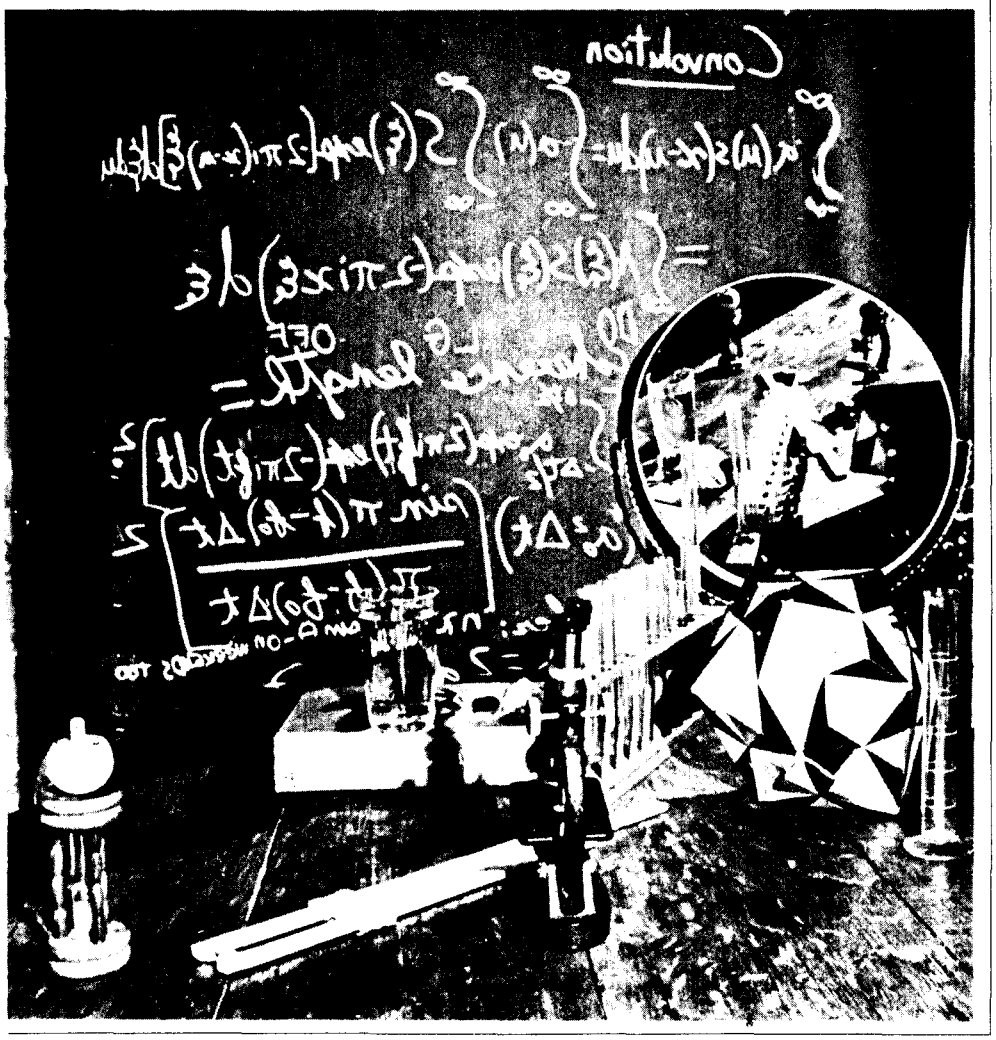
Wave of the Future



to the imagination; the whole picture is re-created in detail.

Eugene Dolgoff, who has taught holography at City College of New York, often uses his equipment as an instructional medium for other CCNY classes. In math, holograms have been used to clarify complicated principles of solid geometry and calculus. In art classes, holograms of rare, valued sculptures can create three-dimensional images for the students. There is talk about constructing a holographic Parthenon that students could walk through and study part by part.

Kids are three-dimensionally learning the alphabet. Early childhood researchers have created a holographic letter *A* and—in the same perceptual field—aardvarks and apples floating about. Coupled with audio inputs, this "total alphabet" is being studied for its effects on the formation of linguistic skills.

Holography can be a teaching tool in any subject that requires spatial orientation. It can be used in the training of pilots and drivers as a perceptual medium for accurately judging distance. It can help art students translate phenomena from two dimensions to three. In fact, many artists are making holographic designs. Salvador Dali is overseeing a hologram portrait of rock star Alice Cooper and is putting together a holographic "brain"—consisting of ants, a watch, and an éclair.

Lloyd Cross and T. H. Jeong have independently developed a multiplex, a large bubble of continuous holograms that, when turned or walked around, creates inside it the appearance of a three-dimensional image moving through time. Standard 16-millimeter movies can be made —of a flower growing, a diver doing a back flip, or a heart pumping blood. Clips of the film are then transposed holographically onto the multiplex and can be viewed separately or from beginning to end. The result is *four*-dimensional photography.

The educational advantage of holography—besides the dimension it adds to most linear classrooms—lies in its accessibility. A laser, the most expensive part of the process, can be purchased for $100. Storage capacity on holographic film is almost boundless. Pages from a book, clips from a film, and notes on a blackboard can be easily stored and retrieved in three dimensions. It is estimated that the entire contents of 26 miles of bookshelves can be holographically recorded and stored in eight filing cabinets. Holography may revolutionize the arena of nonprogrammed, individualized instruction; the student can take a hologram home and experience it at his leisure.

With a little know-how and the basic equipment, anyone can create holograms. T. H. Jeong offers a five-day course at his institute in Lake Forest, Illinois; the School of Holography at 454 Shotwell, in San Francisco, 94110, holds classes regularly. For more information, write: Holography Institute, One Park Ave., New York City. □

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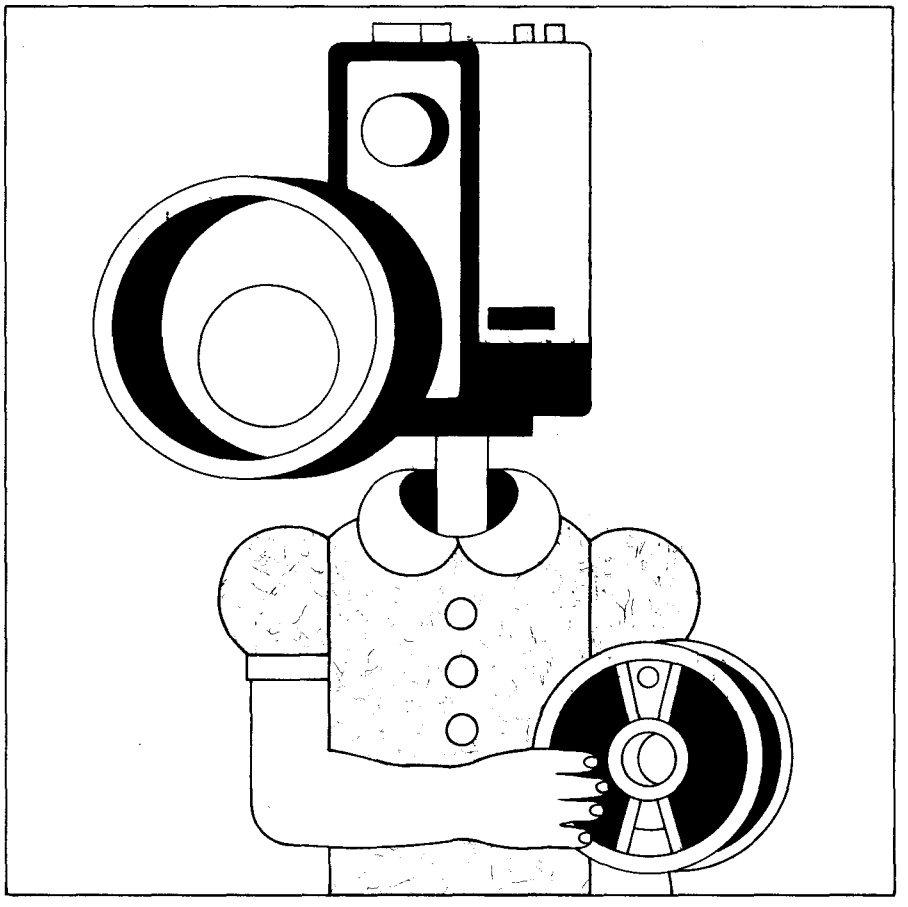
Do-It-Yourself TV



Of portapaks and the cable. "We were never able to sustain interest in video until now. There's a simple reason: viewers."

BY HENRY S. RESNIK

As a tool for communication it is immeasurably easier to master than the pen or the typewriter; fourth-graders can learn the basic operations in a half hour or less.

It is being used by teachers at all grade levels in everything from creative writing and social studies to counseling.

It has succeeded in providing motivation for schoolwork when almost everything else has failed. Barbara Yanowski Dolan, a media specialist who pioneered its use in the Port Washington, Long Island, public schools, believes that "it produces a strong motivation to acquire other skills. It helps a kid get hooked on communicating."

It will be the most versatile learning tool available to teachers and students for decades to come, say its many advocates.

The machine in question is not in itself particularly revolutionary: it's merely a new kind of television—half-inch videotape recording (VTR) equipment. But it is permitting growing numbers of people to make their own programs and—to borrow a favorite phrase of FCC commissioner Nicholas Johnson—talk back to their television sets in ways they'd never dreamed of before.

Television in schools is scarcely a brand-new phenomenon. When schools first began buying their own television equipment during the mid-Sixties, however, the equipment became the property of audio-visual specialists, who generally used it to produce half-baked imitations of broadcast programming. School television facilities were hands-off sanctuaries, away from the reach of kids.

Then, in 1968, the leading Japanese manufacturers of VTRs, mainly Sony and Panasonic, introduced relatively inexpensive and portable half-inch videotape equipment with compatible standards —tapes recorded on one machine could be played back on any other machine—and the situation changed dramatically. An estimated 100,000 half-inch "portapaks" have since been sold. Prior to 1968 there were two main kinds of VTR machine: professional-quality broadcast facilities, which cost hundreds of thousands of dollars and use two-inch-wide videotape ($150 for an hour-long reel), and the semiprofessional equipment found in the school systems that could afford it—fully equipped studios costing up to $15,000, geared to one-inch videotape (at $40 per hour).

The half-inch video portapak is available for about $1,400 and is light enough to be carried by a shoulder strap; powered by batteries, it can be used anywhere. Portapaks are nearly as easy to operate as audiocassette tape recorders. All one has to do is thread the tape, focus the camera (attached to the recording deck by a cable), and press the record button. An hour's worth of half-inch videotape usually costs $18, and the tape is infinitely reusable. In marked contrast to film, which requires expensive, time-consuming processing, videotape invites spontaneous messing around and exploratory play.

Film is also an increasingly popular communications tool in many schools, of course. But, as one school media teacher puts it, "Film is mainly an art medium. Video is more for social studies or self-awareness." Films need to be planned in detail before actual production; otherwise, they're prohibitively expensive (though costs are lowering all the time). Film is also easier to edit, however. The main advantage of half-inch video is the element of discovery. Students can experiment with a single reel of videotape for hours, erasing and reusing the tape and seeing the results of their work immediately.

Half-inch videotape is only one component of what some media visionaries see as the inevitable transformation of television into a do-it-yourself medium. The other is cable television, or CATV (Community Antenna Television). Cable television originated in the late 1950s in isolated mountain communities that were unable to receive broadcast television signals because of the natural surrounding barriers. The answer to the dilemma was television signals via coaxial cable. And then, with television reception becoming increasingly poor in many large cities, people in urban areas wanted cable, too—a television signal coming through a cable produces a clear, static-free picture.

As CATV burgeoned into a major growth industry—there are now nine million cable subscribers in the United States—the FCC scrutinized it closely. Recent FCC guidelines, encouraged by intensive citizen lobbying, make it mandatory for every cable system with more than 3,000 subscribers to provide at least one channel for "public access." This provision will allow anyone who wants to say anything on television, or even show a half-inch videotape, to do so on a first-come, first-served basis. Thus, half-inch video and cable television complement each other perfectly.

In the last few years half-inch video and cable television have nurtured a new "video freak" subculture replete with prophets and media guerrillas who proclaim the doom of network- and

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Henry S. Resnik, senior editor of SR of Education, *writes frequently on television.*

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establishment-dominated television. This trend has not yet given any of the network moguls a serious case of the jitters, but in several communities across the country the half-inch video movement is having a significant impact on education, both in and out of schools.

For example, between 30 and 40 fifth- and sixth-graders in two public schools in northwestern Massachusetts have been working with a video-cable project during the current school year, producing programs for the cable television system that includes their towns of Amherst and Holyoke. The project, called the Children's Video Theatre, was initiated by John LeBaron, a graduate student at the University of Massachusetts School of Education.

This year one Amherst sixth-grader taped a show depicting the ecological damage caused by the new housing development where he and his family live. Another sixth-grader performed a demonstration of techniques for making 16-millimeter films, without a camera, by scratching designs on raw film stock. And a Holyoke student offered a how-to-do-it lesson on making paper airplanes. All of these shows were broadcast during the four time slots per week that the cable system has allotted for students' tapes.

Since paper airplanes are an almost archetypal symbol of *anti*-education, some cable viewers were alarmed. LeBaron's account of a typical reaction: "They said, 'Kids making paper airplanes in school—what *is* this?' People said we should be doing things that looked more serious. But we really feel we should be working with kids where they are. That particular kid had rarely participated in any other school activity."

One of the classic problems with media in schools is that relatively few teachers have the interest in—or the training for—using media as learning tools beyond the usual showing of a film, slide-tape, or television show. The leadership and technical expertise for the Children's Video Theatre come not from school personnel but from a group of outsiders—the UMass students—who visit periodically without being involved full-time in the life of the school. This has created certain predictable problems. "The teachers haven't been gravitating to video," says LeBaron. "They have other priorities. They're concerned with the traditional curriculum. I'm really quite sympathetic when they say, 'It's all very well for you, because you don't have to answer to the town for what you do.' Amherst is a very achievement-oriented place." LeBaron believes that for a major innovation like video to succeed in a school, there should be a staff for training and instruction and links between video and the rest of the curriculum.

In New York City, which has 100,000 cable television subscribers, long-range school training programs are presently a mainstay of Open Channel, a foundation-funded organization that promotes awareness about public access and offers training in the use of half-inch video equipment. The Open Channel school program began last summer with a one-week training session to familiarize a group of teachers with the uses of VTR equipment. It has continued into the school year, with several full-time staff members, employed by Open Channel, working in three schools.

In one of these, an elementary school in West Harlem, fourth-grade teacher Vera Polak discovered during conversations with her students that many of them were either frightened or confused by numerous television commercials they'd seen. Ms. Polak decided to use her students' concern as the basis for a unit about children and advertising. First she took one of the school's portapaks home with her and taped several commercials for use in class discussion. Later she and a crew of her students went with their video equipment to tape testimony during a series of federal hearings on the subject.

Another video project at the school drew on the unusually high degree of parent involvement, when a group of parents produced a video documentary about the school and its innovative programs. The tape was used to inform other parents about the school—it was shown on the public access channel—and the parents planned to show it at a meeting of the local school board as part of a protest against anticipated budget cuts.

Starting in February 1973, an elementary school on Manhattan's Upper West Side had its own half-hour cable TV program, *The P.S. 75 Show*. The show is one offshoot of a video project sponsored by the Teachers and Writers Collaborative, a group of poets, writers, filmmakers, and other artists who work with kids in classrooms. Most of the programs videotaped at the school have been written, produced, directed, and acted entirely by kids in fourth- to sixth-grade classes, with the assistance of four full-time staff members from the collaborative.

"Since all of us have a literature background," says Phillip Lopate, the director of the project, "we continue to look for ways to tie video in to writing and other forms of expression." One of the P.S. 75 shows was a half-hour play called "The Cowardly Cop," the story of two cop-killers fleeing from the police in New York City, with a dubbed-in soundtrack reminiscent of *Superfly*. The show involved numerous chase scenes taped on streets near the school, and at one point the enterprising crew commandeered an assistant principal's office as the set for a police station and recruited a guidance counselor to play the part of a sergeant's secretary. The most ambitious project for *The P.S. 75 Show* to date is the videotaping of an elaborate student production of *West Side Story*.

Who would tune in a sixth-grade production of *West Side Story* when a rerun of the Hollywood version might be available at the same time on one of the commercial channels? The question raises one of the most sensitive issues—amateur community involvement versus professional standards—that has yet emerged in the public's growing awareness of the Great Cable Revolution. The advocates of do-it-yourself video and public access maintain with an almost religious zeal that cable will put the most important communications medium ever invented into the hands of "the people," and that it will inevitably generate a sense of community and involvement that the massiveness of network television has overwhelmed. With schools and other neighborhood centers as a base for organization, they say, community residents will want to become active in their institutions and art forms and do something about improving their lives.

The argument smacks of youthful idealism, but there is evidence to support it. In the late 1960s, for example, Don Bushnell, an educational consultant and media specialist, brought a professional film crew from New York to work with one of the roughest street gangs in Philadelphia. The result was *The Jungle*, a remarkable film made in part by the gang members, which gained so much respectability for the gang that it evolved into a profitable community development corporation. Now, convinced that half-inch video and cable can extend such ventures even further, Bushnell has trained as video technicians a group of young men who live in the Watts section of Los Angeles and has organized a coalition of wealthy black investors to become the owners of the Watts cable system through their own community corporation. Already representatives of the agency that will own the system, the Watts Communications Bureau, are working in the local schools, training teachers and students in the use of half-inch video equipment.

The plan for Watts is grandiose: a two-way cable system linking every home in the community with video facilities in schools, recreation centers, churches, parks, and playgrounds; links with the extensive local public health facilities; community-oriented consumer services; "relevant" soap operas; networks for establishing alternative schools; and a boost to the deprived Watts economy: after the initial investment capital has been raised, Watts residents will be able to buy shares in the system.

Is there any guarantee that, even with a panoply of local services available on cable, Watts residents will not prefer Johnny Carson and movie reruns? Bushnell is confident they won't. "It would be very difficult for parents not to tune in on local news shows or shows their kids had produced," he says, "or for kids not to tune in a local teen-age talent program."

While no longer in its infancy, do-it-yourself television is still very much a media toddler. But on one point its proponents are unanimous: television will never change significantly unless the young people who spend so much time in front of the TV screen get up and take a stand behind the camera.□

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Convivial Tools

"In a convivial society technologies would serve politically interrelated individuals rather than managers."

BY IVAN ILLICH

Can we imagine a modern society in which industrial growth is balanced and kept in check by several complementary, distinct, and equally scientific modes of production? It is difficult to do so now. Our vision of the possible and the feasible is so restricted by industrial expectations that any alternative to more mass production sounds like a return to past oppression or like a utopian design for noble savages. In fact, however, the vision of new possibilities requires only the recognition that scientific discoveries can be used in at least two opposite ways. The first leads to specialization of functions, institutionalization of values, and centralization of power and turns people into the accessories of bureaucracies or machines. The second enlarges the range of each person's competence, control, and initiative, limited only by other individuals' claims to an equal range of power and freedom.

To formulate a theory about a future society both very modern and not dominated by industry, it will be necessary to recognize natural scales and limits. We must come to admit that only within limits can machines take the place of slaves: beyond these limits they lead to a new kind of serfdom. Only within limits can education fit people into a man-made environment: beyond these limits lies the universal schoolhouse, hospital ward, or prison. Only within limits ought politics to be concerned with the distribution of maximum industrial outputs, rather than with equal inputs of either energy or information. Once these limits are recognized, it becomes possible to articulate the triadic relationship between persons, tools, and a new collectivity. *Such a society, in which modern technologies serve politically interrelated individuals rather than managers, I will call "convivial."*

A convivial society should be designed to allow all its members the most autonomous action by means of tools least controlled by others. People feel joy, as opposed to mere pleasure, to the extent that their activities are creative, while the growth of tools beyond a certain point increases regimentation, dependence, exploitation, and impotence. I use the term "tool" broadly enough to include not only simple hardware, such as drills, pots, syringes, brooms, building elements, or motors, and not just large machines like cars or power stations. I also include among tools productive institutions, such as factories that produce tangible commodities like corn flakes or electric current, and productive systems for intangible commodities, such as those which produce "education," "health," "knowledge," or "decisions." I use this term because it allows me to subsume into one category all rationally designed devices, be they artifacts or rules, codes or operators, and to distinguish all these planned and engineered instrumentalities from other things, such as basic food or implements, that in a given culture are not deemed to be subject to rationalization. School curricula or marriage laws are no less purposely shaped social devices than road networks.

Tools are intrinsic to social relationships. An individual relates himself in action to his society through the use of tools that he actively masters or by which he is passively acted upon. To the degree that he masters his tools, he can invest the world with his meaning; to the degree that he is mastered by his tools, the shape of the tool determines his own self-image. Convivial tools are those which give each person who uses them the greatest opportunity to enrich the environment with the fruits of his or her vision. Industrial tools deny this possibility to those who use them, and they allow their designers to determine the meaning and expectations of others. Most tools today cannot be used in a convivial fashion.

Tools foster conviviality to the extent to which they can be easily used, by anybody, as often or as seldom as desired, for the accomplishment of a purpose chosen by the user. The use of such tools by one person does not restrain another from using them equally. They do not require previous certification of the user. Their existence does not impose any obligation to use them. They allow the user to express his meaning in action.

Some institutions are structurally convivial tools. The telephone is an example. Anybody can dial the person of his choice if he can afford a coin. The telephone lets anybody say what he wants to the person of his choice; he can conduct business, express love, or pick a quarrel. It is impossible for bureaucrats to define what people say to each other on the phone.

Most hand tools lend themselves to convivial use unless they are artificially restricted through some institutional arrangements. They can be restricted by becoming the monopoly of one profession, as happens with dentist drills through the requirement of a license and with libraries or laboratories by placing them within schools. Also, tools can be purposely limited, as when simple pliers and screwdrivers are insufficient to repair modern cars.

In principle the distinction between convivial and manipulatory tools is independent of the level of technology of the tool. What has been said of the telephone could be repeated point by point for the mails or for a typical Mexican market. Each is an institutional arrangement that maximizes liberty, even though in a broader context it can be abused for purposes of manipulation and control. The telephone is the result of advanced engineering; the mails require in principle little technology and considerable organization; the Mexican market runs with minimum planning along customary patterns.

Any institution that moves toward its second watershed—a state that prevails when the industrial mode of development has passed from its initial usefulness (its first watershed) to bureaucratic, wasteful monopoly—tends to become highly manipulative. For instance, it costs more to make teaching

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possible than to teach. The cost of roles exceeds the cost of production. Increasingly, components intended for the accomplishment of institutional purposes are redesigned so that they cannot be used independently. People without cars have no access to planes, and people without plane tickets have no access to convention hotels. Alternate tools that are fit to accomplish the same purposes with fewer claims are pushed off the market. For instance, civilized correspondence becomes a lost art. During the last several years this barring of alternatives has usually coincided with the increased power of the tool and the development of more complex tool systems.

It is a mistake to believe that all large tools and all centralized production would have to be excluded from a convivial society. It would be equally mistaken to demand that for the sake of conviviality the distribution of industrial goods and services must be reduced to the minimum consistent with survival in order to protect the maximum equal right to self-determined participation. Different balances between distributive justice and participatory justice can prevail in societies equally striving for postindustrial conviviality, depending on the history, political ideals, and physical resources of a community.

What is fundamental to a convivial society is not the total absence of manipulative institutions and addictive goods and services, but the balance between those tools that create the specific demands they are specialized to satisfy and those complementary, enabling tools that foster self-realization. The first set of tools produces according to abstract plans for men in general; the other set enhances the ability of people to pursue their own goals in their unique way.

Crucial to how much anyone can learn on his own is the structure of his tools: the less they are convivial, the more they foster "teaching." In limited and well-integrated tribes, knowledge is shared quite equally among most members: all people know most of what everybody knows. On a higher level of civilization, new tools are introduced: more people know more things, but not all know how to execute them equally well. Mastery of skill does not yet imply a monopoly of understanding. One can understand fully what a goldsmith does without being one oneself. Men do not have to be cooks to know how to prepare food. This combination of widely shared information and competence for using it is characteristic of a society in which convivial tools prevail. The techniques used are easily understood by observing the artisan at work, but the skills employed are complex and usually can be acquired only through lengthy and programmed apprenticeship. Total learning expands when the range of spontaneous learning widens along with access to an increasing number of taught skills: both liberty and discipline flower.

"The telephone is a convivial tool: Anybody with a coin can dial"

The city child is born into an environment made up of systems that have a different meaning for their designers than for their clients. The inhabitant of the city is in touch with thousands of systems, but only peripherally with each. He knows how to operate the TV or the telephone, but their workings are hidden from him. Learning by primary experience is restricted to self-adjustment in the midst of packaged commodities. He feels less and less secure in doing his own thing. Cooking, courtesy, and sex become subject matters in which instruction is required. The balance of learning deteriorates: it is skewed in favor of "education." People know what they have been taught but learn little from their own doing.

Learning thus becomes a commodity, and, like any commodity that is marketed, it becomes scarce. The nature of this scarcity is hidden—at a high cost—by the many forms education takes. Education can be programmed preparation *for* life in the future in the form of packaged, serial instructions produced by schools, or it can be constant communication *about* ongoing life through the output of the media and through the instructions built into consumer goods. Sometimes these instructions are attached to the item and must be read. In more thoroughly "designed" goods, the shape, color, and provoked associations speak to the user about the way the item must be handled. Education can also become a periodic remedy for workers whose original training gets left behind by industrial innovation. When people become obsolete and need constantly to renew their educational security, when the accountant must be reprogrammed for each new generation of computers, then learning has indeed become scarce.

Everywhere the direct cost of training rises faster than the total output. This has been interpreted in either of two ways. One interpretation assumes that education is a means to a social end. From this perspective the capitalization of man through knowledge inputs is a necessary requirement for higher productivity. The disproportionate growth rate of the educational sector means total production is nearing an asymptote, literally a geometric limit to its usefulness. To avoid this, ways must be found to increase the cost-benefit ratio in education. Schools will be the first victims of a drive for rationalization in the production of knowledge capital. In my opinion, this is unfortunate. Although the school is destructive and quite inefficient, its traditional character protects at least some rights of the pupil. Educators freed from the restraint of schools could be much more effective and deadly conditioners.

The second interpretation starts from the opposite assumption. According to this view, education is the most valuable output of institutional growth. The transition to a stationary state in the production of goods and perhaps even of energy will usher in an explosive growth in the production of invisible commodities, such as information, education, and fun. In this argument the marginal utility of formal schooling also decreases, but this is no reason to limit its production. Some economists go even further. In the name of a misnamed quality of life, they want to put the brakes on the manufacturing sector when it interferes with the growth of the service sector, seemingly unaware of the stultifying effects of escalating treatments.

In neither of these two views is a distinction made between learning by the use of convivial tools and learning through manipulation. Both views skew the balance of learning by increasing manipulative teaching and crushing autonomous questions. Those who treat education as a means for production and those who treat education as the supreme luxury product agree on the need for more education. They upset the balance of learning in favor of more teaching. They assume that a modern world is inevitably so alien that it has passed beyond the reach of people and can be known only by mystagogues and disciples.

The transformation of learning into education paralyzes man's poetic ability, his power to endow the world with his personal meaning. Man will wither away just as much if he is deprived of nature, of his own work, or of his deep need to learn what he wants and not what others have planned that he should learn. The over-determination of the physical environment renders it hostile. Radical monopoly makes people prisoners of welfare. Men overwhelmed by commodities are rendered impotent. The corruption of the balance of learning makes people into puppets of their tools.

To understand the rising cost of education, we must recognize two facts: first, that nonconvivial tools create edu-

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cational side effects which at some point become intolerable and, second, that education which employs nonconvivial tools is economically unfeasible. The first recognition opens our eyes to the possibility of a society where work and leisure and politics would favor learning and that could function with less formal education; the second recognition permits us to set up educational arrangements that favor self-initiated, self-chosen learning, and that relegate programmed teaching to limited, clearly specified occasions.

Industrial jobs are arranged so that the better-schooled fit into the scarcer slots. Scarce jobs are defined as more productive, so people with less schooling are barred from access to the more desirable goods produced in the new industries. Industrially produced shoes, bags, clothes, frozen foods, and soft drinks drive off the market equivalent goods that have been convivially produced. As production becomes more centralized and more capital-intensive, the screening process performed by tax-supported schools not only costs more for those who get through it, but double-charges those who do not.

Education becomes necessary not only to grade people for jobs but to upgrade them for consumption. As industrial output rises, it pushes the education system to exercise the social control necessary for its efficient use. The housing industry in Latin-American countries is a good example of the educational diseconomies produced by architects. All major cities in such countries are surrounded by vast tracts of self-built *favelas*, *barriadas*, or *poblaciones*. Components for new houses and utilities could be made very cheaply and designed for self-assembly. People could build more durable, more comfortable, and more sanitary dwellings, as well as learn about new materials and systems. But instead of supporting the ability of people to shape their own environment, the government deposits in these shantytowns public utilities designed for people who live in standard modern houses. The presence of a new school, a paved road, and a glass-and-steel police station defines the professionally built house as the functional unit and stamps the self-built home a shanty. The law establishes this definition by refusing a building permit to people who cannot submit a plan signed by an architect. People are deprived of their ability to invest their own time with the power to produce use-value and are compelled to work for wages and to exchange their earnings for industrially defined rented space. They are deprived also of the opportunity to learn while building.

Industrial society demands that some people be taught before they can drive a truck and that other people be taught before they can build a house. Others must be taught how to live in apartment buildings. Teachers, social workers, and policemen cooperate to keep people who have low-paying or occasional jobs in houses they may not build or change. To accommodate more people on less land, Venezuela and Brazil experimented with high-rise tenements. First, the police had to dislodge people from their "slums" and resettle them in apartments. Then the social workers had to socialize tenants who lacked sufficient schooling to understand that pigs may not be raised on eleventh-floor balconies nor beans cultivated in their bathtubs.

Pressure for more and better conditioning of people in the name of education has led schools over their second watershed. Planners make programs more varied and complex, but their marginal utility thereby declines. Compulsory attendance has been extended to the point that it now can be defined by teachers as independent study on the city streets or as a field project supervised by the weavers of Teotitlán del Valle.

Parallel with the growing pretensions of school, other agencies discovered their educational mission: newspapers, television, and radio were no longer just media of communication. They were pressed into the service of socialization. Periodicals expanded to accommodate all fit news, which meant that a few professional journalists got vast readerships, while the majority was reduced to token representation in the "Letters to the Editor" section.

The industrial manufacture and marketing of knowledge reduce the access of people to convivial tools for self-initiated learning. Witness the fate of the book. The book is the result of two major inventions that enormously extended the balance of learning: the alphabet and the printing press. Both techniques are almost ideally convivial. Almost anybody can learn to use them, and for his own purpose. They use cheap materials. People can take them or leave them as they wish. They are not easily controlled by third parties. Even the Soviet government cannot stop the *samizdat* circulation of subversive typescripts.

The alphabet and the printing press have in principle deprofessionalized the recorded word. With the alphabet the merchant broke the monopoly of the priest over hieroglyphs. With cheap paper and pencil, and later with the typewriter and modern copying devices, a set of new techniques had in principle opened the era of nonprofessional, truly convivial communication by record. The tape recorder and camera added new media to fully interactive communication. Yet the manipulative nature of institutions and school-

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ing for the acceptance of manipulation have put these ideally convivial tools at the service of more one-way teaching. Schools train people in the use of constantly revised textbooks. They produce readers of instructions and of news. The per capita purchase of nontechnical books by high school graduates declines with the increased percentage of people who finish high school. More books are written for the school-trained specialist, and the self-initiated reading of books declines. More people spend more time hooked on the curriculum defined by new principals: the publisher, the producer, and the program director. Every week they wait for *Time*.

Even the library has become a component of a schooled world. As the library got "better," the book was further withdrawn from the handy bookshelf. The reference librarian placed himself between people and shelves; now he is being replaced by the computer. Putting the book into huge deposits and into the hands of computers, the New York Public Library became so expensive to operate that it now opens only from ten to six on weekdays and is open only partially on Saturdays. This means that its books have become the specialized tool of readers who live on a grant to stay away from school.

At its best the library is the prototype of a convivial tool. Repositories for other learning tools can be organized on its model—expanding access to tapes, pictures, records, and very simple labs filled with the same scientific instruments with which most of the major breakthroughs of the last century were made.

Manipulative teaching tools raise the cost of learning. Now we only ask what people have to learn and then invest in a means to teach them. We should learn to ask first what people need if they want to learn and provide these tools for them. Professional teachers laugh at the idea that people would learn more from random access to learning resources than they can be taught. In fact, they frequently cite as proof for their skepticism the declining use of libraries. They overlook the fact that libraries are little used because they have been organized as formidable teaching devices. Libraries are not used because people have been trained to demand that they be taught.

People must learn to live within bounds. This cannot be *taught*. Survival depends on people *learning* fast what they can*not* do. They must *learn* to abstain from unlimited progeny, consumption, and use. It is impossible to educate people for voluntary poverty or to manipulate them into self-control. It is impossible to teach joyful renunciation in a world totally structured for higher output and the illusion of declining costs. □

WIT TWISTER NO. 326

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

When Grandpa told a — — — — — —, how we'd roar

And, crowding round his — — — — — —, beg for more!

He'd swig some wine, — — — — — — his bottle, then,

His whistle wet, convulse us all again.

A.S.

Answer on page 88

FRASER YOUNG LITERARY CRYPT NO. 1549

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1549 will be found on page 88.

A RESNW KYJPCK TAJ EM Y LSFLGAM YMW PYIC AJ·YNN JE FZTCNV JPYM XC DKERWCW EM Y ICNICJ DSTPAEM.

JPEKCYS

The Answer

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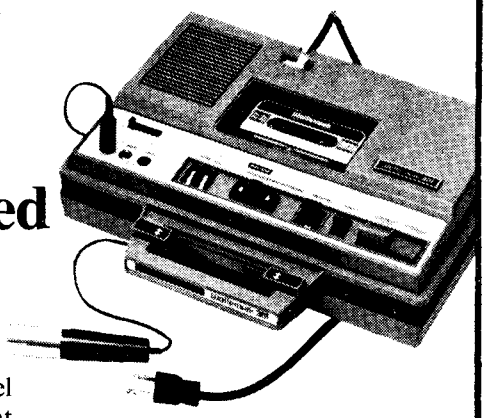

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The Madrid Plan

BY DAN PINCK

A few notes written after reading—and contributing to—an endless series of tracts on "innovation" in American schools, with particular emphasis on "the open classroom" and "the traditional classroom."

My wife and I just spent a month in Spain, visiting classes in primary schools and talking to children, teachers, and educational administrators. Friends had told us about all the good things happening in Spanish classrooms, but we were hardly prepared for what we found—a profound and sweeping revolution in Spanish primary education, involving entirely new ways of thinking about how younger children learn, the curriculum, the role of the teachers, classroom organization, and community relations. On our tour we saw schools in Madrid and in other local educational areas, including Toledo, Avila, Talavera de la Reina, Arenas de San Pedro, La Puebla de Montalban, and Oropesa. Children in varied social settings were learning at an astonishing rate, and busy, active classrooms were the order of the day.

An American visitor in Spain has his first shock when he discovers the effective role of authority in determining how children spend their day, how the day is explicitly carved out in segments of time, called class periods, and how different subjects, including mathematics, history, writing, art, and reading fill these segments. As a rule, there are ten periods of study daily, Monday through Saturday. During the free periods each day the children can do their homework for the following day, while the teacher, who stands in front of a rectangular room, corrects the day's assignments. Occasionally the children are free to play soccer or to go to the bathroom.

The way that Spanish children learn to read offers a clear example of the kind of group learning and teaching going on in Spanish classrooms. Spanish schools emphasize reading, since it is believed that reading is the key to learning. Children do not hang around library corners, picking up the vernacular before they can read; they do not look at pictures or sit in modular furniture as they listen to older children read aloud. They do not write poetry before they can read, nor are they grouped vertically in unstreamed classes.

Rather, on the first day of school each child is given a hard-cover book from which he is expected to learn how to read. And he does. First he learns the alphabet. It takes about seven weeks and two days before he knows it cold and can repeat it backwards. From that point on, children read in class every day, using small words during the first two years. The child receives a notebook in which he writes down the words he's learned,

Dan Pinck, now with the Office of Tests, Harvard College, was one of the early importers of Leicestershire practices.

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so he's actually learning how to read and write during the same class period. It is not what we Americans call free writing but a structured lesson in which the teacher dictates what's to be written and the busy, purposeful children write it down. In the third year teachers introduce grammar as a separate subject. Much attention is paid to neatness and accuracy.

We anticipated that the Spanish schools, with their inflexible scheduling and mandated choice, would do equally well at teaching mathematics—and they do. Teachers using the New Math in this setting swear by the inflexibility it provides and the gross gains in learning achieved under it.

The head of a Spanish school said that until the introduction of the New Math much chaos and mislearning took place. "In the old math," he told us, "our *niños* [kids] would learn that five elephants plus six alligators equaled nine oranges and two sand quarries. Commutatively, they did not excel. They knew all about sets and things like that, but they didn't know how to add, subtract, multiply, or divide. With our New Math curriculum our students are more advanced. After a decade of experimentation with the old math, we discovered that kids and teachers were both bored to tears. So the state decided to build a new mathematics curriculum, and more than a hundred of our outstanding physicists and anthropologists took part in the development of the course. We adopted a pragmatic approach, and in our free system of formality the New Math is taking hold."

In school after school we looked at notebooks belonging to silent, industrious, polite children. The notebooks were filled with multiplication tables, handwritten by the children, repeated again and again: *8 por 5 es 40; 8 por 6 es 48; 8 por 7 es 56; 8 por 8 es 64;* and the like. Such a practice lends itself, we were told, to large-group instruction *(el grupo grande)* and small-group instruction *(el grupo poco)*.

History is taught in Spanish primary schools in place of social studies. There is no mention of the Armada or the Spanish-American war.

Progressive Spanish educators assume that children will proceed at their own pace as it is decided by the state. The ideological emphasis on early childhood education is designed to liberate the child from senseless and permissible freedom and in its place to draw on the developmental theories of Luis Blanco de los Ríos. This Spanish child psychologist observed (from working closely with his own two children and from years of sustained research with pigeons) that rote learning and memorization can be exciting and good ways to learn. The results of this practice can be measured in strikingly tangible terms. Failure is no longer an achievable goal, and Spanish classes in mathematics are a pleasure to watch. There are no mathematical illiterates in Spanish primary schools.

As noted previously, the choice of the day's routine is left up to the minister of education in Madrid; this freedom of choice on the part of an administrator tends to make for adult-centered schools. To go into Spanish classrooms and become immersed in the silent hum of drill work and to discover children who are not bored or wasting time is an acutely poignant departure and innovation for the American visitor.

Naturally, Spanish teachers find that formality is hard work. They have discovered that in a formal classroom it is essential to plan in advance what they and their students are going to do, to have myriad resources available to function without disaster, and to hold the students' attention.

The physical setting of the primary classrooms indicates that an open system is in operation. The classrooms usually open onto bathrooms and a courtyard, which doubles as a playground and drill field. Walls are decorated with maps and photographs of Franco. Most of the classrooms have windows.

The change to a closed, formal, teacher-directed, coercive learning system is a slow and complicated process, and it took years to achieve a functioning system in Spanish primary schools. As a leading Spanish educator explained to us: "Change cannot be left to whim or happenstance. Change must be created by fiat and administrative decision. You cannot change the clocks until you've changed the sundials. That we have done, and it is *de apoteosis y de antologia* [one for the books]." □

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EARLY CHILDHOOD

Macramé Playground

In Bolinas, a tiny artists' community an hour's drive north of San Francisco, children turn 12,000 feet of rope into a giant spider, a pirate ship, a mountain, a jail, and a trampoline—all in the town's newest "playground"—a 12-foot-high, 12-foot-square knotted-rope structure.

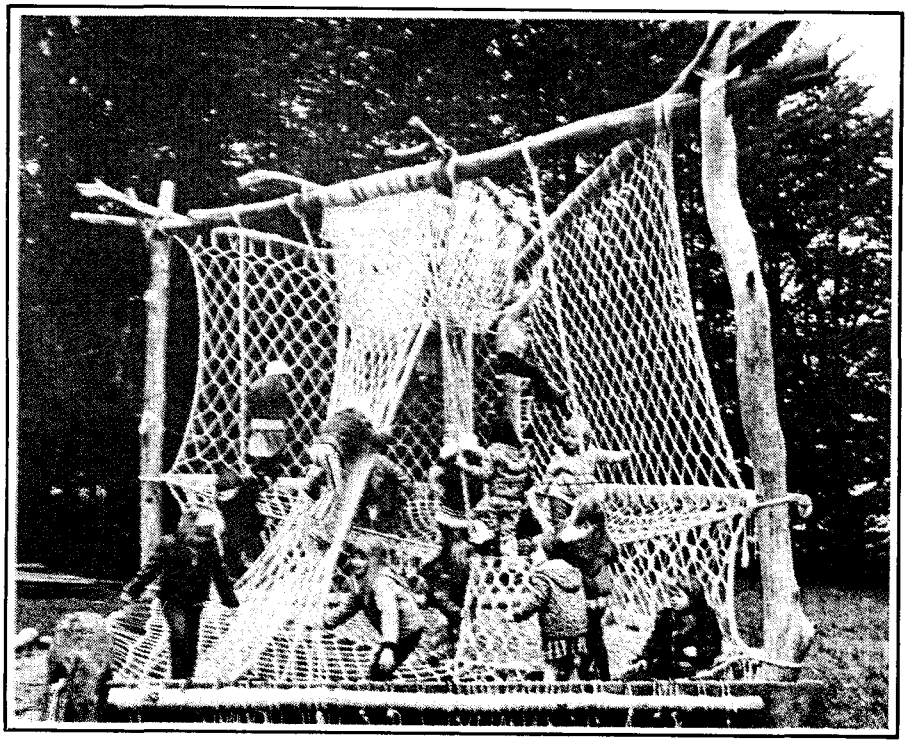
It all began when red-haired, Idaho-born artist Alexandra Jacopetti designed a special macrame net to keep her five-year-old son Lucas from falling out of his bunk bed. Lucas liked climbing it so much that Alexandra hit upon the idea of making a giant wood-and-rope structure for all the kids in Bolinas to play on. The town donated the pocket of land; the $670 worth of rope was paid for with contributions from the community; and Ms. Jacopetti and her friends provided the labor.

The structure's eucalyptus wood framework is 12 feet square; there are 12,500 feet of dacron Sailmaker's Lay rope tied in square knots or double half hitches; the wooden supports are sunk into cement pits, and the ropes kept tight by turnbuckles. A sand pit lies underneath the bottom "trampoline" part of the structure.

A few mothers have said that they thought the park could be dangerous; there is, after all, a 12-foot drop. But if you're worried about kids falling out of things, you'd better reexamine your attitude toward trees. Anyway, the playground is a good deal safer than those ugly steel things I grew up with. Kids are breakable whatever you wrap them in, and they're better off pitting themselves against wood and rope than steel and concrete.

Not that the park is only for kids. There have been plenty of what are affectionately known as "adults" swinging and crawling their way round the ropes, including poet Lawrence Ferlinghetti and artist Arthur Okamura. It's nice to see rope being used constructively in the same year that Californians voted to bring back the death penalty.

DUNCAN CAMPBELL



The New Movement

His preschool teacher had described him as "shy and fearful." But then one day when the other children were playing on objects of varying heights, two-year-old Geoffrey suddenly ran forward and climbed up a wooden ladder that stretched almost to the ceiling.

Climbing ladders at age two is not unusual at the McKnight Preschool in University City, Missouri. The school is one of two centers where the first "movement education" project for preschools in the country is being tested by movement specialists at CEMREL, one of the educational laboratories set up by the U.S. Office of Education.

The project was conceived two years ago by curriculum specialist Harry Kelly, after he toured early childhood centers and realized that "almost nothing was being done to prepare children for a life of physical activity." So he plugged his organization into the innovative Movement Behavior Laboratory at UCLA. Lab director Valerie Hunt and her associates developed a set of guidelines; then Kelly, along with his wife Linda and Becky Engler—both movement therapists—worked up a program.

Unfortunately, when President Nixon recently wiped out the National Program on Early Childhood Education, Kelly's project lost its funding. He hopes a proposal just submitted to the new National Institute of Education will bring in enough funds to finish testing the program and make it available to every preschool in the country.

Children badly need movement education, Kelly says, because their home activities are usually limited. "In the interest of safety, the child is forbidden to climb the garage," he says. "In the interest of economy, the child is forbidden to jump on the furniture. In the interest of hygiene, the child is forbidden to drag the pillows around."

While some homes are less restrictive than others, Kelly says, "there are almost no places a child can really develop all his capacities as a moving, physical person." As a result, a child

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has to develop a "movement style" that conforms to his limited environment—and awkwardness, passivity, and nervousness may be the result.

So it's up to the schools—and movement education—to provide what the home has not. Movement education, according to Kelly, "provides the child with the widest range of movement behavior possibilities" through "guided and systematic exploration."

In one kind of exploration the child tests the power of his muscles and joints. In the second kind of exploration he learns about three physical forces that both enhance and limit his behavior: force (figuring out how gravity acts), space (learning his body boundaries), and time (becoming aware of his own speed, cycles, and rhythms). At first the child explores force, space, and time separately; then he works with them in various combinations.

The activities are not exotic or difficult. They are what most people would consider normal: climbing, balancing, running, pulling. Each child learns at his own speed, exploring an activity for as long as he wants to. And the program's resource guide calls for nothing elaborate: suggested equipment can be found in most preschools or at the local Salvation Army.

Not surprisingly, the kids revel in using their bodies in new ways. Mrs. Kelly recalls one of her pupil's triumphs: Two-year-old Amy was dragging a blanket across the floor as books were piled on the blanket to make it heavier and heavier. "Nothing short of fire or flood was going to prevent her from getting that load to the other side of the room," Mrs. Kelly said. "When Amy got there, she looked around and, in absolute disbelief, cried, 'I did it!' " □

Child Care Co-ops

You're a working mother. You like your job, and your family needs your salary. The baby-sitter who has been taking care of your two-year-old moves out of town. You think your child is old enough to benefit from a group and some structured learning experiences, but you can't afford a fancy "child development" center. You're having trouble finding *any* good place that takes children under three years old. Where can you go for advice?

The Child Care Resource Center, part of the Cambridge Policy Studies Institute, was set up two years ago as an information exchange for people in the Boston area looking for day care. Two young mothers, Mav Pardee and Jill Herold, run the center on a shoestring budget. Their advice to parents having trouble finding a day care arrangement is often this: start your own. Mav and Jill are convinced that parent cooperative child care centers are the best solution to the day care problem. As part of a cooperative, parents have some say as to who takes care of their children and what happens to them. Co-ops can also satisfy many individual needs of parents—specific price ranges, locations, transportation arrangements, hours—that often cannot be met by commercial or institutional day care facilities.

Parent cooperatives can also be set up to meet a wide variety of group needs. In Boston, for example, a group of black parents was dissatisfied with the programs of available centers and set up its own center stressing black culture and identity. Another group, intent on avoiding sex-role conditioning, set up a center where sex roles and differences are minimized.

Two years' experience at the Child Care Resource Center has shown Mav and Jill that parent groups are perfectly capable of setting up and running their own child care centers—once they clear the initial hurdles. The biggest hurdle for parents is convincing themselves that they can do it. So Mav and Jill begin by putting parents in touch with others who are running centers. They also provide catalogs, floor plans, sample budgets, licensing requirements, staffing guidelines, and lots of reassurance.

Money is a second problem. Public funds often are not available, and contributions are usually insufficient. Most often parent groups find themselves running bake sales and pot luck suppers to raise initial capital. Fiscal realities discourage many parent groups, but Mav and Jill say those who survive the initial shock of working out a budget usually make it.

Physical location is the third big hurdle. Parent groups sometimes spend as much as two or three months in looking for a day care site they can afford. Church basements are the most popular location. Some centers end up in commercial or warehouse space, while others use community centers. An almost ideal situation exists in housing developments where community space has been incorporated into the plan. Once a site has been located, parents face the formidable task of equipping it to meet licensing requirements.

The final hurdle is staffing. While the whole point of a cooperative arrangement is to keep costs down and involve parents in the program, many parents want day care precisely because they have jobs. Virtually all parent cooperatives, therefore, end up hiring some staff members, who are assisted by parents in various degrees. Parents who cannot help during the day are often asked to do maintenance or office work at night or on weekends.

Mav and Jill report that the groups they work with develop remarkably similar programs. The morning is usually divided between free play and short periods of instruction or organized activity. Afternoons are usually more relaxed; the children nap, play quietly, and are read to. Centers are commonly divided into areas containing specific materials—most have a housekeeping area, a craft area, a reading area, and outdoor sand and water

play areas. The Child Care Resource Center is full of program ideas—suggestions for games and crafts, instructions for building inexpensive equipment, materials for teaching a few basic skills.

Parent groups are often surprised by their own success. "They start out," says Mav, "thinking you have to have a Ph.D. in child development to run a day care center. Then we talk to them and help them through the licensing maze and show them what other people are doing. And once they find a space, almost all of them make it."

MARY JO BANE

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SCHOOLS

10:59 in Paris

It used to be said that the French minister of education could glance at his clock in Paris and know exactly what was being taught at that moment in every elementary classroom in his domain. Such standardization may have been "reformed" to some extent in modern France, but much of the emphasis on rigid adherence to an educational timetable persists.

As the parent of an American-born girl of nine who has been thriving on her schooling at two French *écoles*—first in Russian-occupied Prague, now in leisurely Vienna—I am willing to sound at least one cheer for uniformity. The system worked especially well when my family and I were suddenly uprooted by the Czechoslovak secret police in the dead of winter and expelled from the land where we'd lived for four years. We landed in Vienna on a Friday and on Monday took our older daughter Monica over to the Französisches Lyceum.

"You'll start tomorrow," said her new teacher, a middle-aged French lady, who looked her over in a businesslike, but not impersonal, way. "When were you to school last in Prague?"

"On Wednesday," Monica answered.

"Then you have missed Thursday, Friday, and now today. Here is what you have to make up. Have it ready by tomorrow, please."

The next day Monica fell right into the routine of the Viennese *lycée*. With regard to schooling, her whole ordeal of deportation had cost her little more than a three-day absence. Life went on with hardly a skipped beat, though Monica often pined for her teacher in Prague.

When Monica had just begun the school year at the French Cultural Institute in Prague, she asked me a question that had occurred to her: "Daddy, when does autumn begin?" I went to the almanac, added an hour to Greenwich Mean Time, and computed: "This year it will begin on September 23 at 10:59 A.M."

Monica made a calculation of her own and exclaimed, "That's next Wednesday! And we have our recess from 10:30 to 11, so if I stay in the courtyard till the very last minute, I'll see it happen!"

The following Wednesday, when I called for Monica at school, she greeted me: "I saw it! I saw autumn happen! Just one minute before we went in from recess, a tree on Stěpánská Street turned brown."

I would hate to question a child's imagination—or contemplate the unthinkable alternative that an auto exhaust on that busy street had browned a tree—so I rejoiced with My Daughter the Eyewitness at the coming of autumn.

A few days later, though, I called for Monica and found her rather melancholy. On the tram home she kept stealing sidelong glances at me—and was I wrong in detecting a repeated look of pity? When I asked her what was the matter, she was unresponsive the first three times. The fourth time, though, the explanation spilled out with a burst of tears: "I love you, Daddy, even when you're wrong!"

"I'm glad you feel that way, sweetheart," I told her, "but would you mind telling me when I've been wrong lately?"

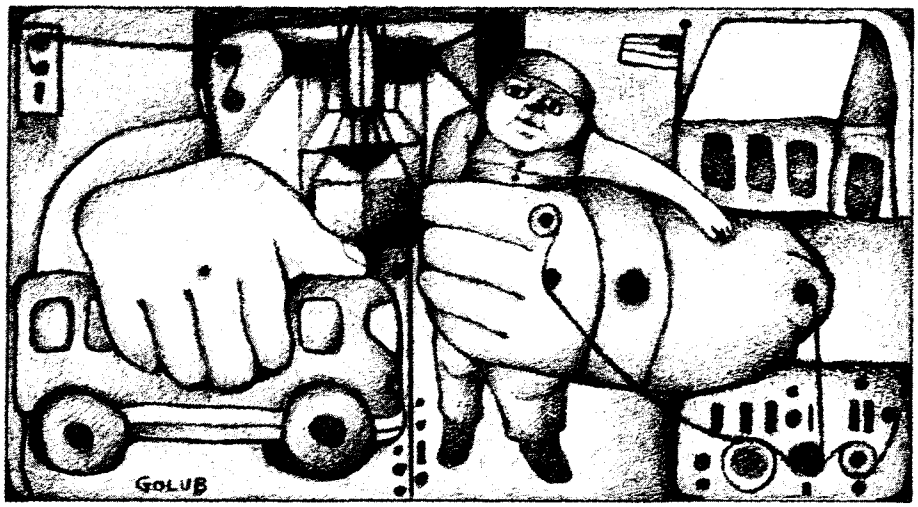
"About autumn!" Monica replied—and the story behind the tears tumbled forth. That day Monica's teacher had started to teach the seasons—and she'd begun by asking, "Does anybody know when autumn began?"

Pascal had raised his hand and said, "The fourteenth of July, Madame, because there were firecrackers." Madame Novak had told him he was wrong.

Blondine had said, "It hasn't come yet. My sister's birthday is October 20, and she was born in autumn." Wrong!

Silvina had said with absolute Argentinian certainty, "May 11!" But even she was wrong.

Monica's hand, flapping like a flag in the breeze, had finally been acknowledged. "September 23 at 10:59 A.M.," she'd said proudly. But to my daughter's astonishment, Madame had said, "Wrong!"



Computer Router

James H. Nelson, a graduate student at Vanderbilt University whose specialty is computer routing of school buses, sits at a console containing a keyboard and a cathode-ray tube that looks like a small television screen. The information he needs about schools, children, and buses is at his fingertips. He calls forth the location of a school, and a symbol for it appears on the screen. Then he summons a bus; and as it begins to make designated stops on its way to the school, a line traces its route on the screen.

At any point Nelson can call up such information as the number of children on the bus or the distance between stops, and the answers appear in a corner of the screen. When he finishes, having made adjustments all along the way, the screen becomes a visual map of half a dozen bus routes.

The Vanderbilt plan (now being tested in the Metropolitan Nashville–Davidson County school system) is much more flexible than most computer programs. If all the necessary data is stored in the computer—the residence, grade, sex, race, and economic status of every pupil; the location, capacity, and grades of every school; the size and capacity of the bus fleet; the characteristics of the road system—it is possible to produce a practical and efficient assignment plan based on whatever combinations school officials wish to achieve. For example, they could find alternative ways of achieving a balance of races and economic levels—or of separating boys from girls. □

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Other dates, also "incorrect," were proposed but rejected. Then Monica's hand had gone up again, but more tentatively than before. "Ah!" Madame had purred. "Now you remember the right answer, don't you, Monica? Your guess was the closest so far."

Monica had swallowed hard and said, "Wednesday, September 23, at 10:59 A.M. My father says so!"

"Your father is wrong," Madame Novak had said primly. A few minutes later she'd had the class write down the "right" answers: Autumn began September 21. Winter would begin December 21. Spring, March 21. Summer, June 21.

After that Monica kept leafing through our almanacs a trifle skeptically —as though searching for a loophole or a mistake.

Spring found us settled in Vienna, and in the clockwork tradition, Madame Chabrier at the Französisches Lyceum asked Monica's class, "Does anyone know when spring began?" "March 21," Monica replied.

"That's right," said Madame, but she added this clarification: although Monica's answer was right according to the French educational system, the children should bear in mind that the equinoxes and solstices can vary by a day or so and that the seasons can therefore actually begin on the twentieth or twenty-second. Were there any questions?

Monica had one: "Is it possible, Madame, that last autumn began on September 23?"

"I suppose it is possible," Madame Chabrier replied, "though I personally do not ever remember a season starting as late as the twenty-third. But it is possible."

Being an especially dedicated teacher who always did her homework, the next morning Madame Chabrier began class by informing my daughter: "I have looked up the question you asked yesterday, Monica, and you are truly right. Autumn began last year on September 23."

"At 10:59 A.M. Thank you, Madame," said Monica—and with these words the last veil of her winter of discontent lifted. Mature authority had at last prevailed over youthful certainty—and Monica could now believe what she'd seen with her own eyes. ALAN LEVY

The TIES Network

In Minnesota's Twin Cities area, 27,000 students in 30 school districts are learning many lessons from computers. They're part of TIES (Total Information for Educational Systems), the biggest educational computer cooperative in the country.

TIES is particularly interesting because its annual $1,400,000 bill is paid entirely (though indirectly) by local taxpayers. Federal funds supported the project when it was started in 1967, but within three years the local districts had to raise the money themselves. The districts now pay $6.25 per student per year; in return, they use the computers for instruction, administrative bookkeeping, and monitoring achievement levels for the entire student population of 230,000. The TIES network is controlled by the Minnesota School Districts Processing Joint Board, made up of two members from each of the 30 component school districts.

"A great many people think we will someday be living in a world of computers," says Don Holznagel, TIES' project manager for instructional systems, "so we want to make sure all of our students have a chance to learn *something* about how computers work." Almost all the high schools and junior high schools and even some of the elementary schools in the district are plugged into three Hewlett-Packard time-sharing systems. Some students are introduced to computers as early as the fourth grade; most begin in junior high.

Whenever they start, all students first learn computer concepts like "computers are extremely fast," "computers make decisions, but these decisions are based on information humans put in," "computers do not get bored." Next they learn the rudiments of BASIC—an easy-to-use English-like computer language—and then "problem solving." When a student has a problem he wants to solve, he may write his own problem or he may call forth a program already in the computer to find the answer. Young students also use computers for "drill and practice" in mathematics.

Most kids, Holznagel says, warm up to computers surprisingly fast. "In many instances young children get involved with computers more easily than with people. There are no roadblocks; the computer doesn't reprimand or get angry, and it is always forgiving."

The next step for computer users in junior or senior high is "simulations." The computer can transform a student into an airplane pilot, a Civil War soldier, or a king. In the "Sumerian Game," for example, the student is the ruler of ancient Sumeria and decides the fate of his subjects by how wisely he uses his grain. But not all simulations work with students on a one-to-one basis; many, in fact, are touted as devices to promote group cooperation and interaction in the classroom. In "ELECT" students divide into two political parties to try to win an election; in "MANAGE" student "businessmen" make deals to increase profits. Several advanced TIES students have even written their own simulations to orbit a space vehicle and to play the stock market.

Computers also give kids a chance to work out math and science problems that would be too expensive, time-consuming, or cumbersome to do in the classroom. A biology program called "Gene One," for example, allows a student to follow certain genetic traits through dozens of generations. "Computers force students to analyze problems in ways they never have before," says Dick Hanson, a math teacher. "It forces them to be the teacher really—to the machine and to each other."

Several of the older TIES students are already computer buffs. Some spend as many as 20 hours a week at computer terminals, signing up days in advance. Several high schools have added classes in computer science to introduce students to the whole hierarchy of computer languages. One group is forming a citywide computer club. But not all students learn to love computers,

and some stay away from the machines altogether. No TIES student is forced to become a computer whiz.

Unfortunately, TIES has to teach most of its teachers how to teach computers. Says Holznagel, "Our colleges and universities are simply not providing teachers who are prepared to use computers in the classroom." □

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COLLEGES & UNIVERSITIES

Student Aid Mess

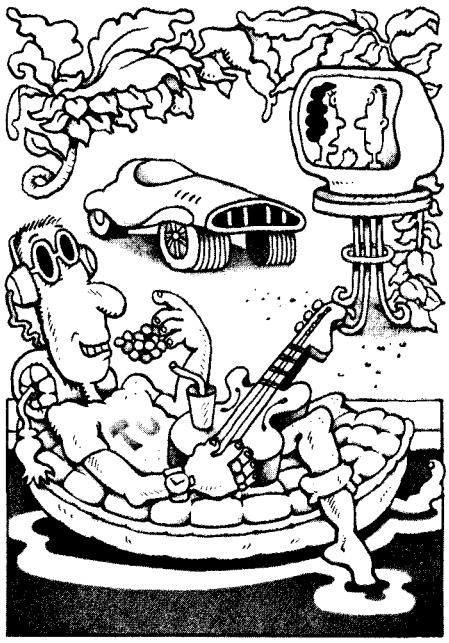
A student at California State College in Sonoma was awarded a financial aid package worth more than $10,000 during his four years of undergraduate work, despite the fact that:

- the combined income of his parents made him ineligible for any aid whatsoever;
- his wife worked;
- he used $5,000 of the money as a down payment on an $18,000 home.

Auditors have been turning up a surprising number of similar cases this year on college campuses, as well as a variety of other violations in the administration of federal student aid programs. Henry C. Dykema, director of financial aids at Michigan State University, says that all student aid records are subject to audit by the Department of Health, Education, and Welfare at any time. And if the auditors find that an institution has given students more than they deserve, the college is liable for the excess amount.

The government is asking Merritt College in California to return at least $286,000 in aid money that regional auditors claim has been misspent. The auditors maintain that Merritt has misused more than half a million dollars over the past four years.

At Sonoma State a routine state audit revealed that almost $100,000 in student aid funds has been misused in the past four years. And at Chicago's Malcolm X College a federal audit revealing mismanagement of student aid funds is considered a key factor in the sudden resignation of the college's president, Charles G. Hurst, Jr.



As each new case turns up, financial aid officers are increasingly fearful of a massive government crackdown, although an Office of Education spokesman in Washington says, "It's not a question of a crackdown. We have certain guidelines that the colleges know they must follow, and when we find violations, we ask that they be corrected."

Federal regulations require that students demonstrate financial need, prove that they are students in good academic standing, and show that the money is needed to pay for college expenses.

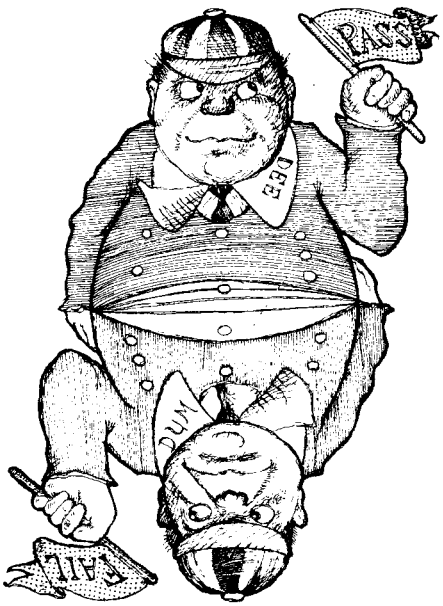
The biggest violation pattern that auditors have turned up has been the awarding of federal aid money—which includes outright grants, loans, and work-study assistance—to students who either do not qualify in terms of need or do not prove they qualify when they apply. In addition, some students who qualify for limited assistance have received too much.

Auditors at Sonoma State examined 64 files and said they "could not find a single form which itemized all the elements of income and expenses en-

Non-traditional Admissions

At many colleges, admissions officers are wondering how to deal with innovative grading policies in high schools—policies that are being lifted from the colleges themselves. Secondary schools increasingly are adopting alternatives to letter grades, offering pass-fail options, self-assessment by students, and written evaluations by teachers. These alternatives, of course, make it difficult —if not impossible—for colleges to evaluate applicants by the traditional criteria of rank in class or grade point average.

A survey by the American Association of Collegiate Registrars and Admissions Officers shows that 60 per cent of all American colleges admit students on the basis of rank in class, either alone or in combination with grade-point average. As a result, some high schools use alternative forms of evaluation only in nonacademic subjects, such as art or vocational education; others have switched to nongrading in electives.



But a growing number of schools, particularly alternative schools, have dropped the letter grade completely. Some, like the Daily Planet School in Concord, California, have replaced the traditional transcript with a rambling assessment of each student's abilities and weaknesses. Others, like Boston's Merry Road Annex, Connecticut's West Ledge School, and the Philadelphia Parkway Program, include a description of each course, a statement by the student of what the course meant to him or her, and a teacher's assessment of the student's achievement.

Many college admissions officers view these changes with hostility. According to the survey by their association, one-quarter of them give a "totally negative response" to nongraded transcripts, while only 16 per cent respond "positively." The remainder are either reluctant to accept such transcripts without supporting evidence or are undecided about what to do. The crucial problem for the colleges is that nongraded transcripts are not comparable to other transcripts.

Some colleges, particularly private ones, are willing to rely more on recommendations and personal statements. Many are reluctant to interfere with high school reforms. Van Rensselaer Halsey, director of admissions at Hampshire College, says: "With large numbers of empty beds at colleges across the country and with an increasing fear among private colleges that many of the best students would end up at state universities or community colleges, private colleges are less and less inclined to take a heavy-handed approach to secondary school innovations." □

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tering into a computation to determine the student's financial need." Key questions on application forms were often left unanswered. Frequently, students claimed to be financially independent of their parents, but no tax return or other proof was included to show that they were not still being claimed as dependents.

Auditors at Merritt College reported that 71 per cent of the files they studied did not meet the federal government's guidelines, and in some cases aid was given for "unusual expenses." In one case a student with two children received almost $3,000 for child care and "personal items," as well as $2,750 for car payments, transportation, and insurance premiums.

Merritt's president, Norvel Smith, is critical of the manner in which such audits are conducted. Files of only 147 students out of 2,200 receiving aid were examined. Smith termed it "extremely questionable" to ask his college to repay $286,000 calculated from "only $58,000 of actually documented alleged discrepancies." At Malcolm X College, auditors found that about $64,000 in aid was awarded without complete documentation. Most of it involved work-study funds.

HEW also charges that work-study funds are being "overawarded" at several other institutions. Kansas State College at Pittsburg, Michigan State University, Mississippi State University, and the University of Nebraska are among colleges risking large bills from the government for failing to enforce a policy that work-study aid be reduced to reflect a student's extra earnings.

Traditionally, students have been allowed to earn only an amount up to their "need analysis" through their work-study jobs, but they were permitted to take on additional outside employment (either off campus or on another campus) to earn extra money. Now institutions are being told to reduce a student's federal aid if he earns more from any additional employment.

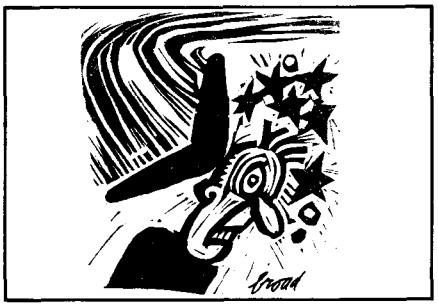
Michigan State's Dykema terms the situation "eminently unfair," because it applies only to students receiving federal aid, while students who are on other forms of scholarships and non-federal funding are free to earn as much money as they wish. "Presently we have two alternatives," Dykema says: "the possibility of finding new evidence in the student's financial situation that would change the need analysis, and examining the student's aid package for options."

Officials in the Office of Education maintain that it has always been federal policy to reduce aid packages if a student earns extra money, but that colleges have not been enforcing it.

WILLIAM A. SIEVERT

Does This Question Apply to You?

Adam Yarmolinsky, loyal Harvard alum, class of '43, and now the Ralph Waldo Emerson Professor at the University of Massachusetts, received one too many thirtieth-reunion questionnaires. ("What's your income bracket?" "Are you a Republican, Democrat, or other?" etc.) Following the ancient political maxim "you can't beat something with nothing," he offered in the *Harvard Bulletin* the following "counter-questionnaire" to his classmates and others:



How often are you astonished these days?
By yourself?
By others?

Do you laugh much?
About what?

Do you cry ever?
About what?

When did you last forget yourself?
Under what circumstances?

What is the most interesting thing about your life?
The most boring?

If you had it to do over again, would you be a different person?
In what ways?

Do your children understand you?
What do you hope for your children?
What do you fear?
What do you expect?

If you had to be someone else, who would you be?

Are you more likely to be the victim or the perpetrator?

Does God love you?
Do you care?

Where are you likely to spend eternity?

What do you think about when you wake up at three in the morning?

Why do you drink so much?
Why doesn't this question apply to you?

What's most wrong with this world?
Is it anybody's fault?
Whose?
Can it be fixed?
Is it likely to be?
What, if anything, are you likely to do about it?

As between polygamy and polyandry, which would you prefer?

Does space exploration excite you?
Bore you?

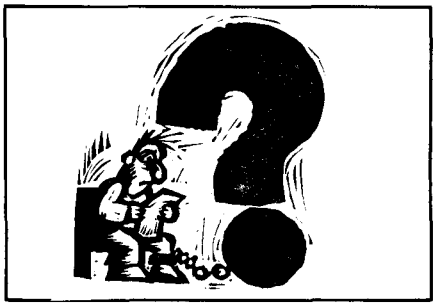
How do you feel about your dreams?
How do the people in your dreams feel about you?

What has been your greatest disappointment?

Whom are you trying to impress?
Whom are you trying to show up?

What are you really curious about?

Which of these questions was the hardest to answer?
Which was the easiest?
Are there any questions you'd like to ask?
Or answer?



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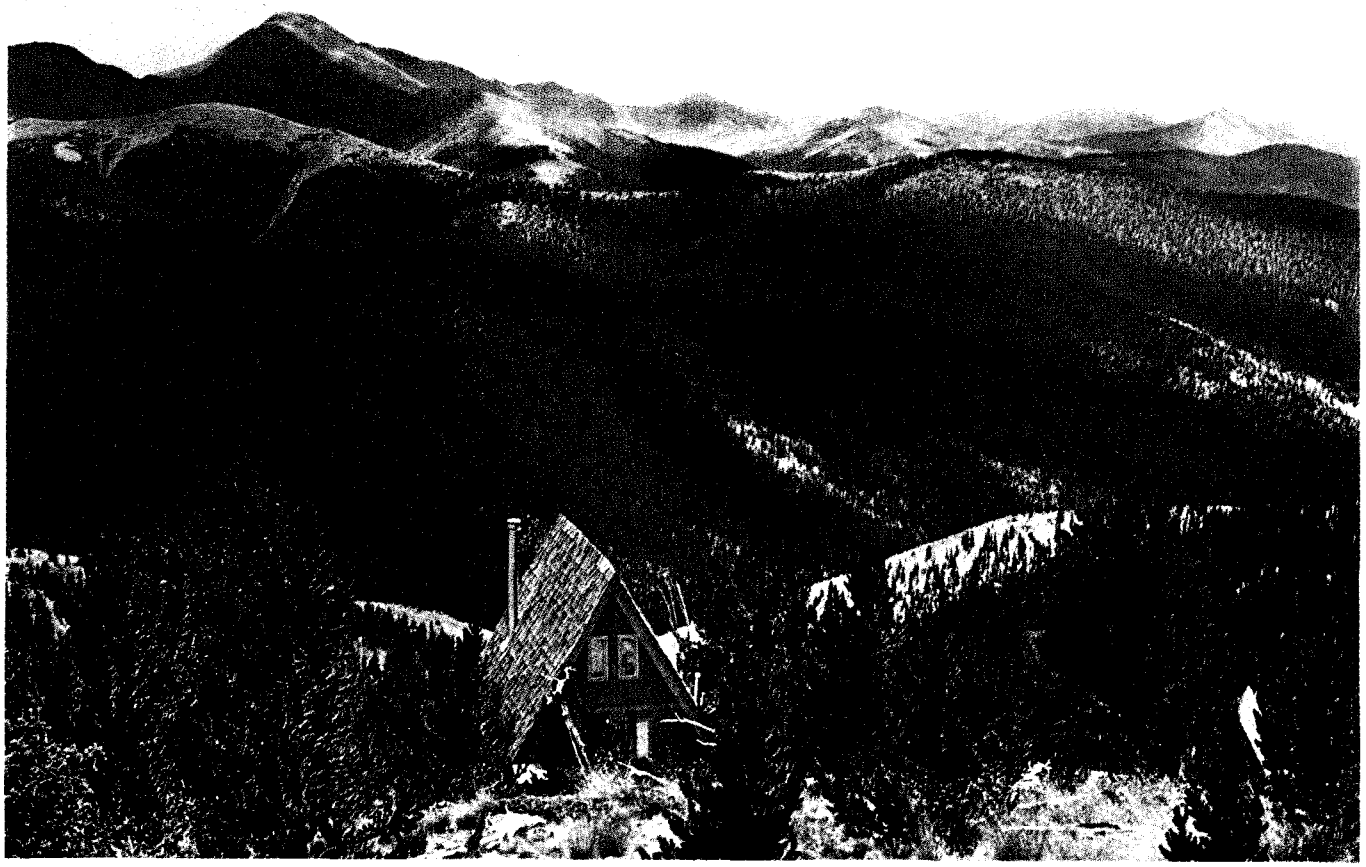

Photo of actual ranchland taken at Sangre de Cristo Ranches

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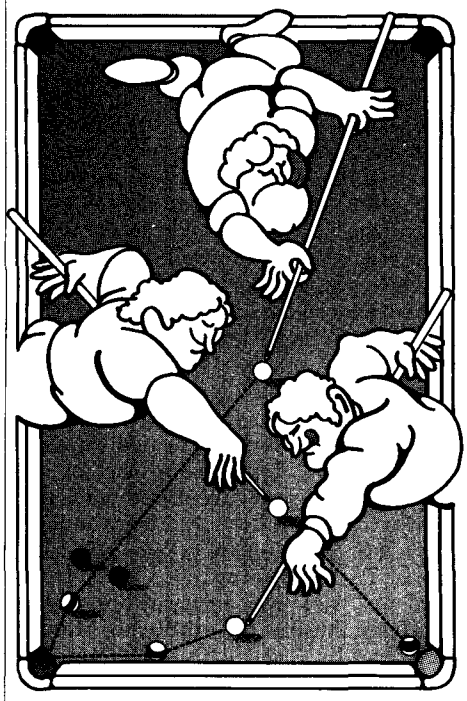
LIFE & LEARNING

The Tongue's Own Language

Sticking out your tongue is a pretty negative act. So concludes a University of Pennsylvania research team of biologists after five years of study. It turns out that "tongue showing" is a cross-cultural, cross-species form of sign language.

The research team—which observed the tonguing behavior of hundreds of primates, from nursery school toddlers to gorillas at the Philadelphia zoo—believes that tongue showing usually occurs when individuals are engaged in "social interactions with undesirable overtones." A tongue may pop out when



a child is working on a puzzle, a bicyclist is maneuvering through heavy traffic, or a public speaker is interrupted.

One researcher, an experienced pool player, watched a group of fraternity brothers playing eight ball. He rated each player as "good" or "poor" and each shot as "easy" or "difficult." The poor players showed their tongues far more than the better ones; all players stuck out their tongues twice as much on difficult shots as on easy ones.

The message, no matter how far the tongue is extended, is basic: the one with the tongue sticking out doesn't like what's going on. □

People's Law

David Corwin is a teacher and curriculum planner at one of California's largest law schools. He is also a 19-year-old prep school dropout who's apprenticing to be a private investigator.

Corwin's background is hardly exceptional at the two-year-old San Francisco People's Law School, one of a growing number of free community-oriented legal-education programs sprouting up around the country, from Seattle to Atlanta. Most of the schools are affiliated with the National Lawyers Guild, a left-oriented group that has traditionally defended political dissidents. All the programs have a clearly antiestablishment tone.

PLS provides legal information in areas of law that affect people in their daily lives, such as landlord-tenant problems and qualifications for welfare; trains legal workers to serve community groups, such as free clinics; and critiques and "demystifies" the legal system, so that individuals can recognize their legal problems and take care of themselves. The school charges no tuition, gives no grades, and grants no degrees. Classes are taught wherever free space can be found: in churches, YWCAs, libraries, halfway houses, prisons, and, occasionally, conventional law school classrooms.

The San Francisco PLS winter catalog offered 40 different classes spread over 10 subject areas. The session ran 8 weeks and enrollment was 750, including factory workers, nurses, and schoolteachers. Many of the two-hour classes at SF/PLS have a "how to" orientation—getting unemployment compensation, using small claims court, obtaining food stamps, challenging wage garnishment. There is an extensive "women and the law" curriculum, which covers everything from married women's property rights to the legal aspects of rape.

Other classes have a more overt political perspective—such as one criticizing methadone maintenance programs and another probing the current use of federal grand juries to make "political investigations."

Robert Lefcourt, author of *Law Against the People* and coordinator of the Community Law School in New York City, envisions classes like these as springboards for the development of Legal Challenge Committees, ad hoc groups that would work toward changing particular aspects of the law.

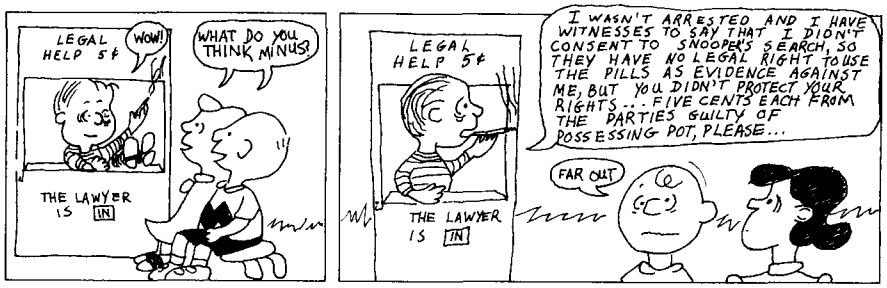
Teachers at San Francisco PLS include lawyers, legal workers, consumer advocates, welfare workers, abortion counselors, and other individuals who have developed expertise in particular areas of the law. For example, Corwin teaches a course entitled Street Survival, which focuses on search and seizure, bail, and court procedures.

Janis Zeppa, a San Francisco coordinator, notes that potential teachers are screened and told "that we want a radical, anticapitalistic analysis incorporated into the classes." However, one advanced class in legal research in San Francisco is taught by a man who works for a large corporate law firm, which represents a large bank and a notorious land developer.

"You do not have to ram a political line down someone's throat," commented Nancy Michaelson, coordinator of the Philadelphia Free Law School. "Allowing people to do things for themselves is a pretty strong political statement."

The Philadelphia program, which was started in 1969 as an extension school for law students dissatisfied with the scope of their normal curriculum, recently took on a community base. "Our goal," says Ms. Michaelson, "is to put solid legal information in the hands of people, so that perhaps individuals who don't read beyond sixth-grade level can cope with getting an eviction notice."

Nonetheless, some of the teachers are skeptical about the ability of PLS students to enforce their rights without


LEGAL HELP 5¢
WOW!
WHAT DO YOU THINK, MINUS?
THE LAWYER IS IN
LEGAL HELP 5¢
I WASN'T ARRESTED AND I HAVE WITNESSES TO SAY THAT I DIDN'T CONSENT TO SNOOPER'S SEARCH, SO THEY HAVE NO LEGAL RIGHT TO USE THE PILLS AS EVIDENCE AGAINST ME, BUT YOU DIDN'T PROTECT YOUR RIGHTS... FIVE CENTS EACH FROM THE PARTIES GUILTY OF POSSESSING POT, PLEASE...
FAR OUT
THE LAWYER IS IN

Some extra-legal advice (adapted from Peanuts*) in a satirical brochure on "Youth and Law," published by the San Francisco People's Law School.*

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formal legal help. Steve Richardson, another San Francisco PLS coordinator, says that although one of the program's aims is to give people the confidence to do things for themselves, "the court system is still a tool of people in power. Often you need a lawyer to get recourse. It would be deceitful of us not to tell people this."

While it's a bit early to deliver the verdict on the success of PLS, there are signs of its growing effectiveness. PLS programs have provided numerous nonprofit community organizations with legal volunteers. Many PLS students have decided to enroll as full-time law students as a result of interest aroused by PLS classes. The San Francisco PLS has produced more than 25 pamphlets, which are used by consumer-action organizations and libraries all over California. Some pamphlets explain how to file elementary legal forms; others detail how to navigate through the seemingly complicated case and subject indexes in a law library and the public records in a city assessor's office.

"We're a lot more successful than most movement groups," remarks Janis Zeppa. "We appeal to people's self-interest. We give them something they want."

A striking example of a PLS success is Marilyn Thorn, 34-year-old mother of three, now living in Colorado. She has used research techniques learned at the Denver PLS to extend an appeal and quash an extradition order in a labyrinthian child custody–kidnapping case, which developed out of her divorce in Seattle two years ago. Previously, she had not read the U.S. Constitution.

At the February convention of the National Lawyers Guild, a clearinghouse for PLS information was set up. For further information write to David Fletcher, 4460 Pennsylvania St., No. 6, Denver, Colorado 80203.

HENRY WEINSTEIN

Body Language

Several years ago a psychology professor at Stanford was teaching a graduate course in Skinnerian theory. His students secretly decided to try behavior modification on the professor himself. They wanted him to lecture as if he were Napoleon Bonaparte.

Whenever his right hand came near his torso, the students would lean forward, open their eyes wide, and start taking notes. Whenever he slumped or slurred or gestured with his right hand, they would look away, feign boredom, and talk to each other.

By the end of the semester, the professor was unknowingly lecturing in short, crisp sentences, standing stern and rigid, with his right hand inserted into his shirt over his stomach.

Body language is always present in the classroom, although not usually as an intentional device of the students. Yet most teachers are insensitive to facial or body cues inside their own classrooms. A study conducted by Nathan Maccoby at Stanford found that experienced teachers were little better than novices in judging whether children had understood their lessons.

Using hidden cameras, Maccoby filmed student behavior as the teachers conducted regular classes. Teachers were then shown the film and asked to predict how their students would fare in an objective test on the lesson's contents. Teachers were no better than other observers at perceiving nonverbal cues (amount of blinking, raising of eyebrows, hands on the face, etc.).

"Educators," says Dr. Charles Galloway, a leading authority on body language in the classroom, "are multi-sensory organisms who only *occasionally* talk." Yet, he points out, little attention is paid to their nonverbal behavior. In a normal, nonprofessional conversation, the total message communicated is estimated at 55 per cent facial, 38 per cent vocal, but only 7 per cent verbal. Here are some typical nonverbal cues found in most classrooms.

Eye contact. Sometimes a student will avoid eye contact when the teacher asks him a question. He may act very busy taking notes, rearranging his books and papers, dropping a pencil. Nonverbally he is saying to the teacher, "I don't know the answer; I don't want to be called on." Eye contact signals that the communication channel is open.

Arm extending. Have you ever seen a professor lecture all period without moving his hands at all? Galloway has shown that teachers who extend their arms toward the class have students who test better than teachers who keep their hands in their pockets. Arm movement can also communicate specific feelings. People more often stand with their hands on their hips when they are talking with people they dislike than with those they like. Arm folding is known to show disapproval and defensiveness.

Nodding. Teachers who nod affirmatively to their students encourage them to respond more and to respond better. Depending upon individual teacher, grade level, and class size, the optimum number of nods is usually one every 30 seconds. However, if the teacher consciously adopts the 30-second pattern, the kids pick it up, and it becomes ineffective.

Hand raising. In volunteering classroom information, a clever student knows how to make his raised arm look tired, as if he's been waiting interminably to be called on. He also knows how to raise his hand tentatively, as if he does *not* want to be called on. It seems that the hand-raising technique is not innate; students learn all these subtleties by around the fourth grade.

Territory. Teachers stand; students sit. The teacher puts himself at the front of the class, placing a buffer zone between himself and the first line of students. Standing higher and removing himself from the masses, the teacher nonverbally insists on his superiority in the classroom. "In the past," Galloway points out, "teachers moved around their desks as if they were isles of security. They rarely ventured into the territories of student residence unless they wished to check or monitor seatwork. To move forward or away from students signifies relationships. Distance establishes the status of interaction."

A professional educator, then, needs to move about the classroom, make repeated eye contact with his students, extend his arms, nod, smile, and encourage nonverbal responses from his students. A recent study made use of time-lapse photographs of a high school social studies class. The photographs candidly revealed changes in the students' posture as the class progressed. As the teacher droned on and boredom set in, students slumped lower and lower in their seats. At the final bell, some students could hardly be seen above their desk tops, but the teacher was oblivious to what was happening before him. It is essential not only that an educator be understood but also that he understand how he is being understood. □

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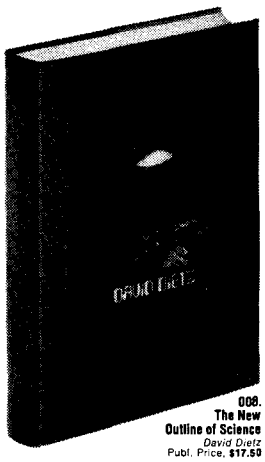

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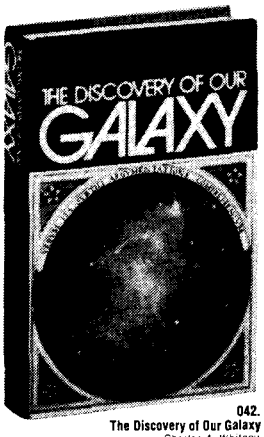

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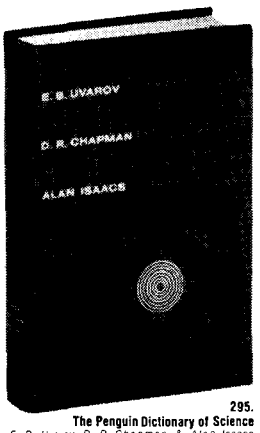

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E. B. Uvarov, D. R. Chapman & Alan Isaacs
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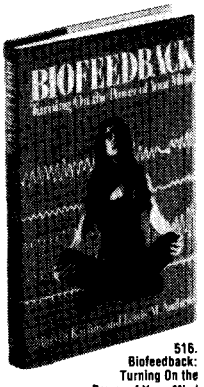

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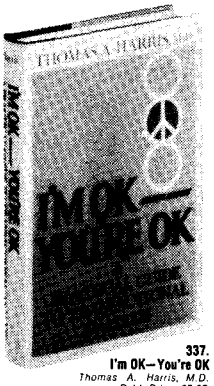

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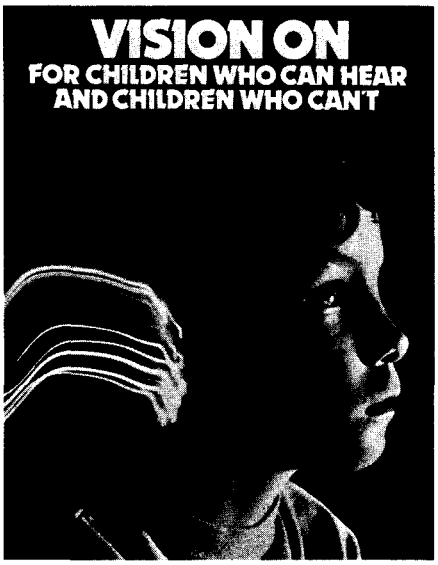

TV for the Deaf

A man is standing in the middle of a green lawn, playing a flute. Next to him is a bucket; as he plays, a rope snakes up from the bucket and hangs in mid-air. The man climbs up the rope and disappears from view.

Another man comes along, picks up the flute, and begins to play. Suddenly the first man comes crashing down on top of him, and they fight. It's a mad scramble across the lawn, and then poof! they explode in a burst of light, leaving nothing but a cloud of smoke.

The subtle jazz accompaniment to this bit of zany slapstick has been barely noticeable—just a quiet counterpoint, in fact. And for good reason. It's part of a television series called *Vision On*, produced in England by the BBC for the entertainment of deaf children.

Vision On has an especially arresting significance for anyone who watches it with the sound turned off—it is, for obvious reasons, more visually inventive than most television fare. Collages, freeze frames, animations, and acting mannerisms à la Buster Keaton abound. Occasionally the young English actors who make up the permanent *Vision On* company speak to each other, but when they do, they also use sign language. *Vision On* is a delight for adults as well as children, those who can hear as well as those who can't.

According to Time-Life Films, the American distributor of *Vision On*, the show is meant to be more entertaining than educational. One episode, however, entitled "Strings," includes a fascinating demonstration of how to make paintings by pulling paint-covered string between a piece of paper and a board. And in another segment the numbers from a cuckoo clock jump down to do a dance on a tightrope, form into a horse fleeing from a spider, then retreat back to the clock's face. It's educational, but strictly soft sell. There's a segment, too, on kids' Rube Goldberg–like designs for catching burglars, submitted to the producers in England and transformed from the original drawings into animations.

Each of the 26 half-hour *Vision On* shows has a specific theme—"Automobiles," for example, or "Hair." The series is syndicated and is therefore aired at different times in different cities. It will be shown in the United States through May 1973. For a list of stations showing *Vision On*, write Time-Life Films, Time and Life Building, Rockefeller Center, New York, New York 10020. □

Publish-your-own Text

Marc Strausberg used to be a salesman for Allyn & Bacon, one of the largest publishers of college textbooks in the country. But Strausberg discovered, as he made his official rounds of the colleges, that "nearly every professor kept saying, 'If the book only had this or that important article.'" Strausberg finally decided there must be a way to publish college texts that would satisfy a particular teacher's individual needs. The method he developed, commonly called "demand publishing," has become a lively new trend in the $360-million-a-year college text market. Simon & Schuster, in partnership with IBM, now has a demand-publishing company, and so does Xerox. Strausberg's own company, MSS Information Corporation, is a booming business.

The essence of demand publishing is the college teacher's unique role in ordering a custom-made book of readings he or she has chosen for a particular course. In order to produce a book, the teacher-editor simply informs the publisher of the readings to be included, delivers any original material of his own (usually limited to 20 per cent of the total number of pages), and leaves the rest to the publisher. In as little as four weeks, but rarely longer than four months, the completed, bound book is delivered. The production of a standard textbook can take two years.

The reason demand publishing takes so little time in comparison with standard textbook publishing is that a minimum of editing and production work is required. The bulk of any particular demand textbook is made up of facsimile copies of articles that already have been edited and published elsewhere, usually in magazines or professional journals.

This is also the source of one of demand publishing's main drawbacks. Texts published by this method rarely if ever contain materials from other published books. Copyright is another snag. Delays frequently occur when magazines and authors tangle over who owns the rights to a requested article.

Xerox has surmounted most of these problems by insisting that a certain amount of a book's material come from its own University Microfilm collection of previously published articles to which the rights have been cleared. The company now offers three catalogs—in psychology, sociology, and economics—with listings of 1,000 to 1,500 articles.

Wilburn Rivenbark and Jerome Rosenberg, two teachers of psychology at the University of Alabama, have already edited two Xerox-produced psychology texts. "In the past," says Rosenberg, "we had used a wide range of resource material, but it was becoming prohibitively expensive for our students." The custom-made texts they ordered from Xerox, which include original questionnaires and study guides, in addition to articles from such magazines as *Psychology Today* and the *Journal of Abnormal and Social Psychology*, contain virtually all the reading material they need for teaching two courses. They ordered 900 copies of *Human Behavior I*, their first book, containing nearly 100 different readings, and the cost to their students was only $7.10 each. Since the cost per copy is higher when fewer copies are ordered, *Human Behavior II*, of which they ordered only 600 copies, cost $11 each. The teachers themselves received no commission.

F. Chris Garcia, a teacher of political science at the University of New Mexico, used the demand-publishing service of MSS to put together a text on Chicano politics. "The commercial publishers are reluctant to enter into something of such narrow interest," says Garcia. "They can't see a mass market in it."

Clearly, demand publishing isn't for everybody. Even Strausberg admits that while college teachers often express a desire for custom-tailored texts, many don't want to be bothered with doing

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the work of putting them together, and that many others, assigned a particular course on short notice, don't have the time.

"Realistically, we're looking at only a small percentage of the college textbook market right now," comments a spokesman for Xerox College Publishing. "But it's still early—this could turn into a $40-million-a-year business."

For further information, write to:

MSS Information Corporation, 655 Madison Avenue, New York, New York 10021.

Selected Academic Readings, Simon & Schuster, Inc., 1 West 39th Street, New York, New York 10018.

Xerox College Publishing, 191 Spring Street, Lexington, Massachusetts 02173. □

Ecology Record

Five years ago Bernie Griff, who teaches at an elementary school in San Anselmo, California, became interested in "tide pooling"—the investigation of coastal marine life and ecology. Griff is also an accomplished guitarist, singer, and songwriter, and he began teaching his students about oceanography by playing his own lilting, humorous songs for them in the classroom. Eventually, with a group of musician friends, he toured various schools across the country and passed the songs on to other teachers. Now the songs have been released on a long-playing record entitled *The Ecology Sea in Song and Ballad.*

With 15 selections in a predominantly country-funk style, *The Ecology Sea in Song and Ballad* is an unusual and pleasurable primer that will convey to a young audience basic facts about marine life. In one song, for example, King Neptune tells about the various kinds of fish and plants that live in his sea. In another a little echinoderm sings of the pleasures of being a sand dollar. All to the accompaniment of guitars, banjos, mandolins, whistles, piccolos, and bells.

The Ecology Sea in Song and Ballad is being distributed privately. Copies are available for $9.98. Included in the price is a 51-page booklet with drawings, study units, and classroom projects for each of the songs, and a useful bibliography. Write to: Bernie Griff, 809 Spring Drive, Mill Valley, California 94941. □

Heavy Comics

Sol Gordon, director of the Institute for Family Research and Education at Syracuse University, has a talent for communicating with teen-agers in a way they'll readily understand, and he's put it to good use in a series of four "teaching" comic books. Dealing with drug use, sex, venereal disease, and birth control, Gordon's comics have a gutsy straightforwardness and humor that make them the antithesis of the usual preachy documents on these subjects, and they grapple handily with the most controversial issues.

For example, in *Ten Heavy Facts About Sex (. . . that your doctors & counselors ain't talkin' about)*: "Sexual thoughts, wishes, dreams are normal—no matter how far out. Only your actions count. Thoughts, images, and fantasies cannot, in themselves, injure you." And: "Remember: The first few sexual experiences are not always enjoyable or satisfactory. That doesn't mean anything is wrong with you."

Drug Youse Survivor's Handbook advises that "mind drugs tend to put your thoughts in charge of you, rather than having you in charge of your thoughts. LSD is the most extreme example." The accompanying drawing by cartoonist Roger Conant depicts a hipster offering a "snort" to an elephant—"Wanna snort, heavy?" The elephant then gets high and literally rises up into the air. "Gimme a buzz when ya wanna come down," says the hipster. "I'll turn ya on to barb."

The illustrations in Gordon's books are the flippant sugar coating for the text, which contains a good deal of sensible advice in terse, direct language. Many adults are likely to be equally offended by both. But for slow-reading teen-agers who tend to turn off Messages From Above, these comics should prove a useful learning tool for teachers and parents adventurous enough to use them.

Samples of the comics are available at 25 cents each from Ed-U Press, a subsidiary of the Institute for Family Research and Education, 760 Ostrom Avenue, Syracuse, New York 13210. The comics can also be ordered in large quantities at a discount. □

Summer College for Teen-agers

"What can our teen-age sons and daughters do to bridge the long gap between the end of school in June and the beginning in September?" This question is asked in the introduction and answered in the title to *College Programs for High School Students.* To wit: they can go to college. The guide lists nearly 400 programs to be held in the summer of 1973 in some 300 institutions across the country and includes everything from formal courses for credit to summer study tours of Mexico. But the main emphasis is on classroom learning.

A sample of the catalog's offerings: Baylor University's Debaters' Workshop ("designed to prepare high school students to successfully debate the 1973–'74 national high school debate resolution. . . . Students leave the workshop with complete affirmative and negative briefs"); Purdue's Summer Jazz Workshop; a Summer Science Program in Environmental and Quantitative Biology for High School Students at Nasson College in Springvale, Maine; journalism at Northwestern. Most of the listings include information on cost, eligibility, and specific dates.

The booklet is available for $7 from Directory Publishers Co., Hillsdale, New Jersey 07642. □

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BOOKS

Administration 101 b

BY HAROLD TAYLOR

THE LEANING IVORY TOWER. By Warren Bennis, with the assistance of Patricia Ward Biederman. 154 pages. Jossey-Bass. $7.75.

In one sense, this is a book about institutional loyalties and the way they can corrupt both institutions and the people in them. In another sense, it is a book about a man with ambitions for institutional power who was lost in the jungle of higher education until found by a presidential search committee from the University of Cincinnati. In still another, it is a piece of confessional literature in a field where that kind of writing is phenomenally scarce and very badly needed.

Warren Bennis had been chairman of the Organizational Studies Group at the Sloan School of Management at MIT before President Martin Meyerson and his assistant, Saul Touster, persuaded him in 1967 to become provost for the social sciences at the State University of New York at Buffalo. In 1968 he became vice-president for academic affairs and, later, acting executive vice-president of the university.

Why a man who already had his hands full with two such posts should then begin to cultivate so great a passion for a university presidency that he would submit to review by 12 separate presidential search committees, or why a man would leave his post, as Bennis did in 1970, at the height of his university's most agonized policy struggle—the calling of the police to put down a student uprising—merely to be interviewed by Northwestern University, are questions that he failed either to raise or to answer at the time.

But these acts are recorded, among other things, and in the aftermath of his struggle to find his way to the post he now occupies, one is forced to a certain kind of admiration by the fact that he is willing to write about it all so openly. He is capable of some atrocious sentences; for example, about his organized campaign for the presidency of the University of Buffalo: "My own image for the job was not right for the times," and about his relation to Martin

Meyerson: "His patina had rubbed off on me, for better or worse."

He is capable of some of the most banal pronouncements in the history of social science: *"Unchecked disruption leads to more external intervention at successively higher levels"* (italics in original); "As a student of organizational behavior, I have come to realize that images are central to all our political processes."

He is also capable of extraordinary lapses in judgment: "Over the next two months, my work in my continuing role as academic vice-president was largely sacrificed to presidential ambition." In protest against the acting president's decision to call the police to the campus in Buffalo, Bennis resigned one of his two positions but kept the other, and then was surprised that the resignation not only had no effect on policy but was interpreted as a clever move in his campaign for the presidency.

The behavior he reports shows in part the characteristics of an organization man on the make, with some of the naïveté of a sophomore running for president of the student council or John Lindsay trying to become President of the United States. The recital of the record arouses in the reader at various points a mixture of impatience and annoyance with the way things were done.

Yet the saving virtue of the book, and of the record, is that Bennis has the courage and the insight to analyze what he and the others did, draw conclusions from the analysis, and share the knowledge publicly. As he says in his introductory chapter, "Personal Knowledge as Social Science," "Too little has been written about the backstage life of *any* of the large bureaucratic institutions that dominate our 'organized society.' . . . Mute loyalty is the favored emotion; according to this code, members can complain nonstop among themselves but never express their grievances in public." In the preface he says of his book, "There are pages of confession, expiation, apology, justification, and self-congratulation."

There are also pages of useful conventional wisdom about the university as a social system and how to make it function, how to choose its leadership, how to create institutional change that not only lasts but improves the quality of the intellectual environment. After all that experience with presidential search committees, Bennis has become one kind of expert in how they work and how they can be improved. With the startling clarity of hindsight, Bennis sees that most of his acts had predictable consequences that he should have foreseen at the time. He now knows what he wished he had known then.

On the other hand, without him we would never know the bizarre story of Northwestern's complicated dance with a management firm in applying management techniques to the job of finding a president-manager, or that the mere mention of Kingman Brewster's name could actually cause a Northwestern board member to choke on his fruit salad. Nor would we know as much as we now do about why things went wrong at the university in Buffalo after such a brilliant beginning in 1966 with Martin Meyerson's ideas and intentions.

When Bennis first went to Buffalo as provost of the social sciences, he decided to keep a journal for a research project of his own on how administrative and organizational theory is related to the practical experience of running an

Harold Taylor is the former president of Sarah Lawrence College.

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institution. He soon gave it up. He found so slight a relationship between his own theories and what he was doing day by day that his journal became useless.

Now that he has gone through his years of trial by fire, Bennis has come out on the other side with a deep appreciation of the reality of institutional problems and the need, not for theories of organization, but for a new empirical science of education that draws its metaphors and methods from something equivalent to the new journalism. He is right. That is to say, if contemporary society has to be organized through bureaucracies simply to get things done, then the individual members of those bureaucracies must understand that their first loyalty is not to the institution they serve but to the human values it represents.

University presidents, faculty members, students, and everyone else must speak openly of what they know, and educational research must be concerned with the honest expression of the truth about what is actually happening. Otherwise, we have the Pentagon without the Pentagon Papers and Daniel Ellsberg, General Motors without Ralph Nader, the universities without leadership, and America without a conscience. □

BOOKS FOR CHILDREN

BY KARLA KUSKIN

The 1971 edition of *Children's Books: Awards & Prizes*, published by the Children's Book Council, alphabetically lists 53 awards. Of them all, the two most influential, by far, are the Newbery Medal, given annually (since 1922) to the author of "the most distinguished contribution to literature for children," and the Caldecott Medal, awarded annually (since 1938) to the illustrator of the "most distinguished picture book for children." Endowed by Frederick G. Melcher, chairman of the board of R. R. Bowker Company (publishers of *The Library Journal* and *Publishers Weekly*), the awards are named for John Newbery, an Englishman who published the first books especially for children in 1765, and Randolph Caldecott (1846–1886), another Englishman, who was an excellent illustrator of children's books.

To win a Caldecott or a Newbery, says one winner, is to reach the top of the field. The books that attain this honor generally quintuple their sales and remain in print for many years, sometimes in perpetuity. Newbery and Caldecott winners are automatically bought by library schools and are therefore incorporated into teaching

SR RECOMMENDS

General Books: *A rotating selection by the book review editors of ten particularly notable new and current books of general interest (fiction and nonfiction), arranged alphabetically by title.*

BIRD LIVES! The High Life and Hard Times of Charlie (Yardbird) Parker. By Ross Russell (Charterhouse, $8.95)—This full-scale biography of alto saxist Charlie Parker is not only a tribute to that musician but a portrait of black culture in the 1930s and 1940s and one of the best books ever written on jazz.

CATHOLICS. By Brian Moore (Holt, Rinehart & Winston, $4.95)—A brief, compelling novel about a confrontation in the ecumenical world of the future between a representative of the new religion and some isolated Irish monks who have kept to their old faith.

DEEPER INTO MOVIES. By Pauline Kael (Atlantic-Little, Brown, $12.95)—This huge new collection of movie reviews (1969–1972), by a critic whose writing combines intelligence, enthusiasm, wit, and clarity, serves also as a record of current interaction between movies—our national theater—and our national life.

DOROTHY THOMPSON: A Legend in Her Time. By Marion K. Sanders (Houghton Mifflin, $10)—A full and highly readable account of the stormy lives—public and private—of one of the most influential journalists of the 1930s and 1940s.

GRAVITY'S RAINBOW. By Thomas Pynchon (Viking, $15; paperback, $4.95)—Hailed as a major literary event, this mammoth new novel—in size, complexity, and imaginative scope—is set toward the end of World War II and has to do in part with the firing off of a renegade V-2 rocket.

HARRY BRIDGES: The Rise and Fall of Radical Labor in the United States. By Charles P. Larrowe (Lawrence Hill, $8.95; paperback, $3.95)—A detailed and largely sympathetic study of the vigorous, controversial career of one of America's most important labor leaders and of the powerful union he helped to organize—the International Longshoremen's and Warehousemen's Union.

HOUR OF GOLD, HOUR OF LEAD: Diaries and Letters 1929–1932. By Anne Morrow Lindbergh (Harcourt Brace Jovanovich, $7.95)—Continuing from *Bring Me a Unicorn*, this second volume of memoirs covers the early years of marriage to Charles Lindbergh, the kidnapping (and murder) of their first son, the enormous publicity that intruded on their lives, and recounts it all with quiet emotion, courage, and grace.

MY LIFE IN THE MAFIA. By Vincent Teresa with Thomas C. Renner (Doubleday, $8.95)—A lively and compellingly readable account of the Mafia by a top-ranking insider who turned informer—his testimony helped indict more than 50 gangland figures—and whose story a gifted reporter has assembled (and checked) from taped interviews conducted in the limbo of Teresa's hideaways.

NEWS FROM NOWHERE: Television and the News. By Edward J. Epstein (Random House, $7.95)—A careful and incisive report on network news: how it is gathered, processed, and financed, and how the prosaic needs of commercial TV often determine what is "news" and what is not.

OUR BODIES, OURSELVES. By the Boston Women's Health Book Collective (Simon & Schuster, $8.95; paperback, $2.95)—A complete medical guide for, about, and by women, and a breakthrough book of feminine consciousness.

Education Books: *A Selection by the editors of particularly notable recently published books in the field of education, arranged alphabetically by title.*

CAN'T READ, CAN'T WRITE, CAN'T TAKL TOO GOOD EITHER: How to Recognize and Overcome Dyslexia in Your Child. By Louise Clarke. (Walker, $7.95)—Partly a personal record, partly a survey of therapy techniques, and partly a state-by-state listing of special schools, clinicians, and referral centers—this book brings together valuable information on specific language disability, or developmental dyslexia, that afflicts an estimated four million children today.

THE CONTROL OF URBAN SCHOOLS: Perspective on the Power of Educational Reformers. By Joseph M. Cronin (Free Press, $7)—An informative comparative study of the histories of school boards in 14 American cities since the 1890s—how they changed, why they changed, and the role the "politics of education" has played in their transformation.

FREE THE CHILDREN: Radical Reform and the Free School Movement. By Allen Graubard (Pantheon, $7.95)—A valuable and illuminating critical guide through the free-school movement—its theories and practices, its successes and failures, its relation to politics, culture, and the public school system, and its future limitations and possibilities.

I'M SOMEBODY IMPORTANT: Young Black Voices From Rural Georgia. By George Mitchell (University of Illinois, $7.95)—Six children in one of the country's poorest regions talk, with extraordinary candor and eloquence, about their bewilderments, hopes, and hurts.

INEQUALITY: A Reassessment of the Effect of Family and Schooling in America. By Christopher Jencks and associates (Basic Books, $12.50)—This important three-year study, conducted at the Harvard Center for Educational Policy Research, concludes, among other things, that greater equality of education will not necessarily result in greater equality of social and economic conditions.

THE LEANING IVORY TOWER. By Warren Bennis with the assistance of Patricia Ward Biederman (Jossey-Bass, $7.75)—A revealing, highly personal discussion of some of the problems that have beset universities and university administrators during the past few years, focusing largely on the State University of New York at Buffalo but relevant to higher education throughout the United States.

PSYCHOSOURCES: A Psychology Resource Catalog. By the editors of CRM, Inc. (Bantam; paperback, $5)—A provocatively designed, *Last Whole Earth Catalog*-inspired compendium of 5,000 different "psychosources" (books, films, tapes, etc.) in ten categories (*Identity, Learning, Roles, Therapy*, etc.), with topics ranging from adolescence to Eastern religions.

UNCLE TOM'S CAMPUS. By Ann Jones (Praeger, $6.95)—An absorbing account of a white teacher's year at a small, exclusively black college in the South—certain to cause controversy because, for one thing, the author argues that institutions like the one she taught in should be closed.

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programs. Moreover, the medallion-like stickers, applied by publishers (at a cost of about 2 cents each) to the jackets of both the winners and runners-up is, for many, a literary seal of approval. Maurice Sendak's *Where the Wild Things Are,* for example, was a new kind of picture book when it was published ten years ago—it introduced children to their nightmares. But when that book received the Caldecott Medal, justified doubts were calmed, sales soared, and everyone started writing books about "wild things."

Twenty-three librarians, supervised by the American Library Association, make up the Newbery-Caldecott Committee. Because of the size of the jury and the number of books to be considered during the year, compromise inevitably plays an important role in the selection process. Selection is an element essential to art and its appraisal, of course, but compromise is something else; unusual books that arouse strong feelings—pro and con—are often bypassed by juries, and less controversial works take the day. It is true, too, that in their search for "distinguished" books, a jury tends to equate distinguished with "serious." These may be partial explanations as to why E. B. White, Norton Juster, and Roald Dahl are among those never honored with a Newbery Medal. Works of nonfiction and poetry also seem to be slighted by these awards. It might be helpful to establish a separate prize for nonfiction and another for poetry, to be given when the occasion warrants it.

To dramatize the fact that children's literature should be treated as a part of the total body of literature, and to increase the number of its significant annual prizes, the National Book Awards established a children's category in 1969. The three judges are picked for their experience in the field. At the conclusion of last year's judging, one of them protested strongly over the decision reached by the other two. As a connoisseur of children's books suggested recently, "The best jury is a jury of one"—but that's, of course, if you agree with the one.

Illustration by Blair Lent, from The Funny Little Woman

This year's winner of the National Book Award in Children's Books will be announced as you read this. Meanwhile, here are the 1973 Caldecott and Newbery winners.

CALDECOTT MEDAL

The Funny Little Woman is a retelling of a Japanese folk tale (about a lady who laughs and cooks dumplings and is caught by demons and escapes) by Arlene Mosel, illustrated by Blair Lent (Dutton, $5.95). To quote from my own review [*SR of Education,* January]: "Blair Lent's illustrations are sketched and painted with a fine combination of humor and delicate art."

CALDECOTT HONOR BOOKS

Snow-White and the Seven Dwarfs, translated by Randall Jarrell and illustrated by Nancy Eckholm Burkert (Farrar, Straus & Giroux, $5.95). I have previously written about Burkert's book at some length [*SR of Education,* February]. It is such a personal and singular work of art and thought that it demands a strong reaction. It's hard to think of it as a runner-up.

Hosie's Alphabet by Hosea, Tobias, and Lisa Baskin, illustrated by Leonard Baskin (Viking, $4.95). Baskin's first illustrated book for children is eerie, elegant, and sometimes gay—as if the curtains have been opened in his studio to let in colors we have not seen there before. The "Bumptious Baboon" has a tomato-red behind and bright blue eyes that stare softly from the watercolor mist. The "Sweet-Throated Nightingale at Dusk" gazes into the rosy gloom with one small, liquid eye. There are 24 more creatures in this splendid alphabet bestiary, and the title page is lovely, too.

When Clay Sings by Byrd Baylor, illustrated by Tom Bahti (Scribner's, $4.95) uses a marvelous variety of designs taken from prehistoric Indian pottery of the American Southwest. Both words and pictures treat this book's subject matter with intelligence and respect. There is, however, an overly muted quality to the drawing, palette, and design, which becomes repetitive and defeats the wealth and drama of the material by casting a shadow of similarity over it.

Anansi The Spider (Holt, Rinehart & Winston, $5.95) is Gerald McDermott's version of an African folk tale. The story is a pleasant vehicle for a graphic explosion of stylized forms, glossy paper, and colors so bright that the book looks as if it would shine in

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the dark of an African night. This is a handsome book, but by the end I wished that it were not quite so polished a package.

NEWBERY MEDAL

Julie of the Wolves by Jean Craighead George (Harper & Row, $4.95). Julie is the American name of Miyax, a 13-year-old Eskimo girl who runs from an arranged marriage and gets lost in the wilderness of northern Alaska. There she is befriended by a pack of wolves and with their help is able to survive. This is a thoughtful book concerned with the natural life struggle of the Eskimo and the encroachment of modern society, but the characters often seem less dynamic than the ideas. There are contradictions in the portrayals of both Julie and her father that make the ending, especially, hard to accept. Despite my criticisms, I think many young girls will find the story appealing and absorbing.

NEWBERY HONOR BOOKS

The Upstairs Room by Joanna Reiss (Crowell, $4.50) is autobiographical. The author is Jewish. When she was

Sex for Kids, Ho-Hum

WHERE DO BABIES COME FROM? By Margaret Sheffield and Sheila Bewley. Illustrated. 33 pages. Alfred A. Knopf. $3.95.

Five years ago Time-Life Books published *How Babies Are Made* by Andrew C. Andry and Steven Schepp, a pioneering attempt at presenting a simplified but "straight" sex education picture book (paper cutout illustrations) for young children (about ages five to

Illustration by Sheila Bewley, from Where Do Babies Come From?

nine). *Where Do Babies Come From?*, based on a BBC program used throughout the British primary school system, has the same mission and is aimed at the same audience (which, of course, includes parents and teachers). The text (about 900 words) introduces the subject with an infant on a mother's breast, then goes on to growth, primary physical sex differences, impregnation, the fetus in the womb, and birth. It is all quite straightforward, without archness or cuteness, and, be it said, without much to intrigue a child. The 16 color illustrations, done rather soupily and depressingly in browns, mauves, and purples, are candid up to the point of actual penetration, which is not shown (the real "how it works" mechanics).

One does not really like this book—nor does a small sampling of children—but it is hard to say why. Children tend to have their own highly personalized pace in these matters. Babies, and how they form in the mother and come out, are fascinating; dangers and grotesque phenomena are also fascinating; reassurance (I'm okay, it's natural, you wanted me—and therefore still want and love me) is always welcome. But sexual facts, very plain, tend to be a turnoff. This may be evidence of a sick society, or it may be Mother Nature's way; nobody knows, and the person who claims he does simply hasn't been around children much. There are offensive oddities in this book: the slang "balls" for testicles is given—and it's not as acceptable from the mouths of children in many households as this book unfeelingly presumes—but not the slang for any other sexual apparatus, male or female. Nor is there any mention of how people are different (fat or thin, small or large) but still okay—something children do like to be reassured about. The book presents average (and all-white ideals); indeed, the single childbirth scene appears to be in a home, super-natural, with a towel.

It may sound prudish, but one of the troubles with this book, and with so many sex treatises these days, for old and young, is the total absence of metaphoric analogies. The birds and bees do, surprisingly, have their place, not as cover-ups, but as a way of looking outward, expanding the world—which is what children are mostly interested in. This book is confining; it looks inward—which is not the way of any young creature, bird, bee, puppy, or child. And it may be this, finally, that makes the book—intended to be so honest and so cozy—so severe and oddly unpleasant. As a factual book, it doesn't really tell the facts. As a book for children, it doesn't convey what children need and want. As a book about life, it doesn't relate to the many things that life is all about. There must be a way of presenting sex education for young children in book form that is healthy, reassuring, honest and factual, and enhancing rather than confining. It hasn't happened yet. E.F.-S.

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ten years old, in 1942, her family was forced into hiding by the Nazi invasion of Holland. For the next three years she and her sister did not leave a farmhouse room. This is the kind of book that book lists consider worthy and readers often shy away from, but it is neither dull nor grim. Instead it is honest, exciting, and strong. The tone at times may be too insistently childlike, but the emotions and events described transcend style, and Reiss unfolds her extraordinary story with simple skill. Read it when your children do.

The Witches of Worm by Zylpha Keatley Snyder (Atheneum, $5.25). Worm is a cat possessed by witches. Or that is what Jessica, his 12-year-old mistress, comes to believe. Angry and ignored by her beautiful, self-absorbed mother, Jessica vents her feelings by following Worm's malevolent commands until she finally frees herself and him—exactly from what is not quite clear. Snyder is most successful when detailing the sad reality of Jessica's relationship with her mother. But, although we are repeatedly told that exciting and mysterious happenings are taking place in this book, little of the magic is conveyed by the writing.

Frog and Toad Together by Arnold Lobel (Harper & Row, $2.50) is an "I Can Read Book," and so the words, which are very nice, have about equal importance with the pictures, which are triumphs in brown and green. The Newbery Award books are usually so "serious" and "literary" that it's good to see recognition bestowed on Lobel's gentle blend of style and artlessness. Congratulations to the damp duo. Can a prize cure warts? □

SHORTER REVIEWS

THE CONTROL OF URBAN SCHOOLS: Perspective on the Power of Educational Reformers. By Joseph M. Cronin. 262 pages. Free Press. $7.

What the author calls "the politics of education" is the underlying theme of this comparative study of the administrative history of school boards in 14 American cities from the 1890s to the present. The histories he traces are, broadly speaking, tugs-of-war over school control. "Participants in school struggles," Cronin writes, "often view the school boards as generals view a beachhead—something to be won as a first step toward a more substantial goal. Such a perception may shock the tender-hearted, those who not only still insist that schools must be removed from politics but who refuse to understand that there is a politics of education." An outgrowth of the Stanford University School Board Studies, the book is intended primarily for an audience of professional educators, but the lay reader who is concerned with the many problems of urban education will find it rewarding in a number of ways. For one thing, it is a concise review of both the major criticisms of urban schools and the proposals for reform. Cronin shows that the issue of "community control," for example, is a recurrent problem in American education. In the early 1900s, when many school boards in eastern cities were dominated by immigrant groups elected from wards, "businessmen and middle-class professionals [saw that they] could not retain control of city schools if they were run by boards elected at the ward level, so they changed the rules," all in the name of "taking the schools out of politics." Cronin shows that our urban schools have never been "out" of politics and probably never will be.

THE CALL GIRLS. By Arthur Koestler. 167 pages. Random House. $5.95.

Arthur Koestler's first work of fiction in 22 years is playful and clever—and sometimes merely "clever," in the sense that it has fun too easily with its subject, an international scientific symposium on human survival held in the Swiss alpine village of Sneedorf. The "call girls" of the title are the various distinguished scientists and theoreticians of different nationalities who spend much of their professional lives flying here and there to attend symposia like this one, where they get drunk, behave badly to one another, and pay attention to the papers being presented primarily to attack them. The cast of characters at Sneedorf embodies a fairly thorough rundown of current theories on how man should be understood—as consumed by aggression, as a set of mechanical responses, as a reservoir of untapped psychic powers, etc. Nobody comes off very well. There is, for example, the B. F. Skinner type, who says of the word "meditation": "Soft-nosed terminology. We call it internalized verbal behavior, or subliminal vocalization, if you prefer it." He is alcoholic, his son is a drug addict, and his daughter makes plaster casts of penises ("No value judgments intended," he says of his daughter's hobby, "but it seems slightly odd"). The one wholly sympathetic character in the

Answer to **Wit Twister**, page 67: corker, rocker, recork.

Answer to **Literary Crypt**, page 67: *I would rather sit on a pumpkin and have it all to myself than be crowded on a velvet cushion.*

Thoreau

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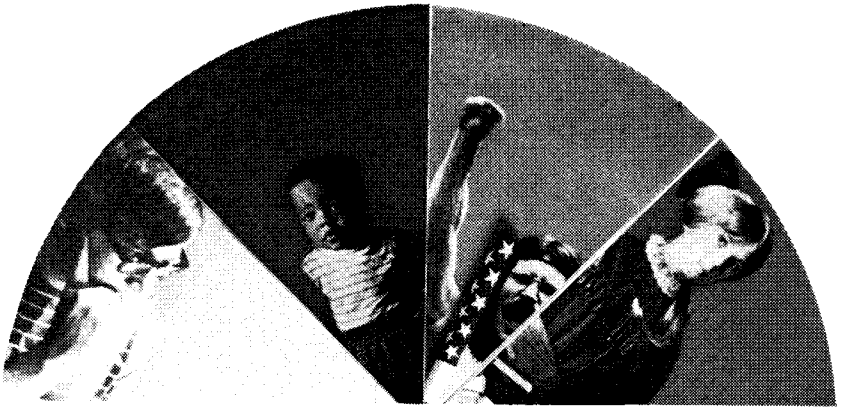

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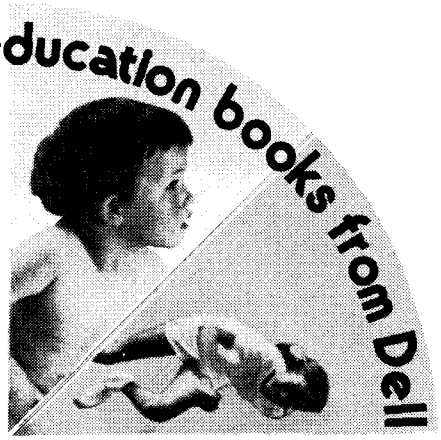

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book is Nikolai Solovief, a Russian-American physicist who has arranged the symposium and who at least cares more about its subject than he does about parading his own ideas. *The Call Girls* is sharp and funny and slightly cold. It is very much an "in" joke, and in the hands of anyone less serious and intelligent than Koestler it could easily be awful. It is a testament to his continuing importance and interest that he does bring it off.

LOOKING BACK: A Chronicle of Growing Up Old in the Sixties. By Joyce Maynard. 160 pages. Doubleday. $5.95.

Joyce Maynard attracted some attention a couple of years ago when she announced in the pages of the *New York Times Magazine* that she was 18 and weary of it all because being young in the Sixties was a disillusioning experience. This book is an autobiographical extension of those observations and an account of her childhood in New Hampshire. It is likely to appeal largely to readers of Miss Maynard's age (20) and to remind readers over 30 of what Noel Coward is reputed to have said of *Camelot*: "It's longer than *Parsifal* and not nearly as funny." One of the pleasures of growing up—which isn't, to judge by the substance of this book, if not the subtitle, the same thing as growing up "old"—is the gradual discovery that some things just don't matter very much. But for Miss Maynard *everything* is terribly, oppressively important, and consequently her book has no particular perspective or point of view. She can be interesting on such topics as the way in which grammar school classes in sex education gave her a sense of soon having to bear "Woman's Secret Burden, with connotations of brave, silent, suffering," but often she is either silly ("Somehow I could never imagine Jackie Kennedy going to the bathroom") or filled with a rather touching, goggle-eyed cynicism: "We are none of us quite as carefree as we look." Aw. □

SOLUTION OF THIS ISSUE'S
KINGSLEY DOUBLE-CROSTIC (No. 2034)

(William Ashworth:
SATURDAY REVIEW

(Letter to Cleveland Amory)

I hate to be the one to point this out to you, but if Wanda Landowska were still alive, and if she had married Howard Hughes, divorced him, and married Henry Kissinger, she would be Wanda Hughes Kissinger now.

Black and White and Red All Over

THE PEOPLE'S COMIC BOOK: Red Women's Detachment, Hot on the Trail, and Other Chinese Comics. Translated from the Chinese by Endymion Wilkinson. Introduction by Gino Nebiolo. Illustrated. 252 pages. Anchor Press/Doubleday; paperback, $3.95.

There are some things that are universal, and the comic book is one of them. In China, comic books have been around since the fourteenth century, when the form was used to propagate the teachings of Confucius. The emphasis today remains very much on teaching and moral and political uplift, Mao style; the overriding message is "one for all"—or, in Mao's words, "to serve the people." Comic books, both the drawn kind and "film novels," are published by the millions; they are printed in black and white (with color covers) and, depending on length, sell for between 12 and 35 *fen* (5 to 15 cents) each—which is not cheap by Chinese standards, and testifies to the popularity of the medium.

The People's Comic Book brings together six comic books and one "film novel," all published in the 1960s. In "San-yuan-li" the year is 1841 and "the British imperialists were importing opium into China, poisoning the Chinese people, and draining out large sums of money, wildly attempting to ruin our country and destroy our people." The peasants rise up and give the British the old what-for.

"Hong fixed his eyes on the girl, then in an outburst of feeling said, 'Comrade Qing-hua, the Party has approved your application.' "

"Red Women's Detachment" is the story of Qing-hua, a landlord's slave girl who becomes the leader of the first women's detachment of the Red Army. "At dawn the heroic women's detachment was on the march again," it concludes. "The Revolution was surging forward, and they were marching to wipe out all the Kuomintang reactionaries." "Bravery on the Deep Blue Seas" records another turning point in the Communist War of Liberation, while "Li Shuangshuang" shows a slice of happy communal life. "Hot on the Trail" is an action detective story, pure and simple—considered by some to be "deviationist," since it is virtually devoid of revolutionary message.

"In the afternoon it suddenly began pouring rain. The British troops' powder was soaked through; their guns became useless, and their bayonets were ineffective against the spears of the Chinese peasants, who proceeded to rout the British pirates."

"Letters From the South" tells the story of A Ha, a Vietnamese girl in a "strategic hamlet" in 1962 who fights for the Vietcong against the American "bandits" and the Saigon regime's "running dogs of American imperialism." "Long live the unification of the motherland!" A Ha shouts as the Americans fall beneath a barrage of gunfire. "Long Live Uncle Ho!" "Lei Feng" is the story, in photographs, of a real-life Red Army martyr, hailed by Mao as an example of revolutionary heroism. The final panel is captioned: "Although Lei Feng's life is over, his spirit continues to shine forth undiminished. Rivers have their source, trees their roots; the source and the roots of Lei Feng's spirit lie in Mao Ze-Dong's [Tse-tung's] thought and in the Party's directions. Let us forever remember Comrade Lei Feng's promises: to study for the people, to serve the people, and to fight for the people to the end!"

Throughout, the reproduction quality is standard (comic book) poor, the drawing surprisingly good and realistic. The characters are superheroes engaged in fervent patriotic endeavor (not unlike our homegrown variety who socked Hitler in the jaw and kicked Tojo in the pants during World War II), but their muscle is their rhetoric—dedicated, determined, and extremely long-winded. The Revolution is no joke in the *The People's Comic Book*. E.F.-S.

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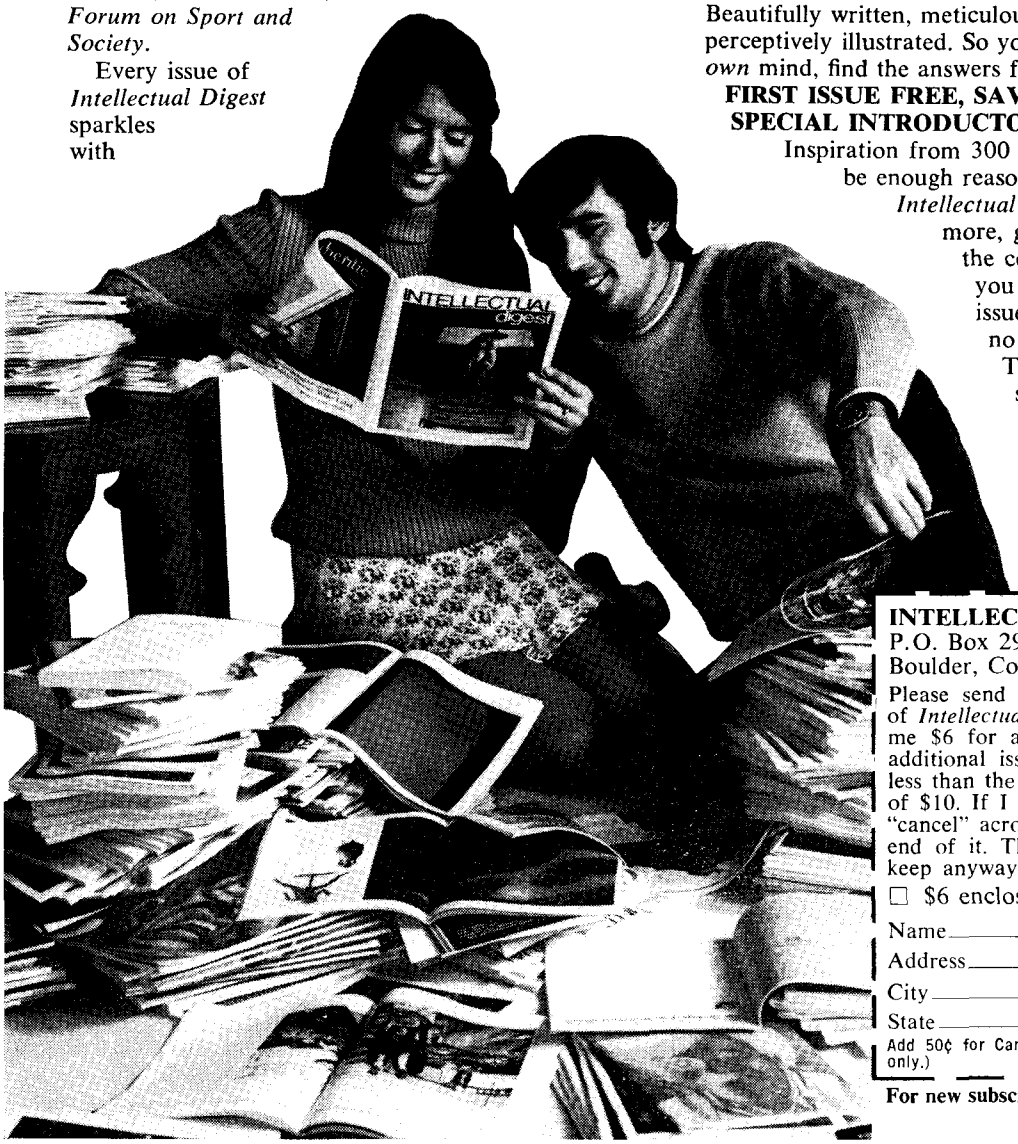

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MUSIC

B Plus B Equals A; Milton as Octavian

BY IRVING KOLODIN

The rumored demise of the symphony orchestra as an instrument of contemporary creativity will have to look to someone other than Luciano Berio for confirmation. Six years ago Italian-born Berio startled the musical world with a work called *Sinfonia,* in which the Swingle Singers had a dynamic part. Now, in the Concerto for Two Pianos, recently heard for the first time anywhere in a performance by the New York Philharmonic with Pierre Boulez conducting, he has created anew the possibility inherent in such a combination of elements.

To be sure, they are not combined in the manner that has prevailed from Mozart to, say, Ernst Krenek. No longer do the instruments nestle together in the divine curvature of each other's design. Actually, they are situated at extremes of stage left and right. They are not so much two elements of a team as the shuttle and loom with which a master can interweave all the coloristic threads of the orchestra.

It is this sense of material mastery that dominates Berio's latest addition to the repertory. Though the concerto demands virtuoso skills from its interpreters, beginning with solo pianists Bruno Canino and Antonio Ballista (both on the faculty of the Conservatory of Milan), it is anything but a virtuoso work. It is a fascinating extension of the possibilities inherent in sonorities *qua* sonorities, which began to surface in works of Debussy and Ravel. It has since mushroomed in a sky-high cloud that as little resembles the source from which it emerged as a nuclear bomb blast resembles a detonation of dynamite. (The two consequences may have more than a little in common.)

Stated simply, the concerto is a single, continuous movement of about 20 minutes in length. It arises rather than begins, with a dialogue between the two solo instruments, articulating chords, thrumming sonorities, defining acoustical ground rules. To say that it serves the same purpose as the introduction to a Haydn or Mozart symphony may sound outlandish, but let's be outlandish. After a few minutes of this, the orchestra is drawn into the interchange, with the sections sometimes treated as individual entities, sometimes as parts of an ensemble.

In the sections that follow, a slow movement, built over a passacaglia bass figure, can be discerned—then a scherzo-like interlude and vigorous coda. Berio's poise as an artist is expressed in his choice of a terminal objective. It is not an applause-inciting *agitato* but a counterpart to the questioning piano dialogue with which the work began. The audience responded with considerable enthusiasm to the dying fall of the closing measures, which satisfied the expectations aroused by the work as a whole.

Not many creators have had as perceptive an intermediary as Boulez was to Berio. His comprehension of Boulez's vibrational values was no less than brotherly, making of B and B a sum equal to A (plus). The evening began with the unfamiliar *Julius Caesar* Overture of Robert Schumann, a work unfortunately dating from the period (1851) when the composer's mental powers were faltering, continued with Haydn's *La Passione* Symphony (No. 49), and concluded with Mendelssohn's *Italian* (No. 4 in A Minor). Taken together, it was one of the most satisfactory expositions to date of Boulez's views on the present function of the symphony orchestra. That could be described as a blend of old and new, with something new even in the old.

Minton's Metropolitan debut

In a week that offered the first meeting of the musical press with the Metropolitan Opera's incoming music director, Rafael Kubelik, the theater afforded a perfect example of his contention that it needs, above all, a stronger sense of ensemble performance. This was a revival of Strauss's *Der Rosenkavalier,* which contained much to commend and not a little to condemn. This is not uncommon to repertory opera. What was uncommon was the presence of the good and the not so good in the same people: the lack was not in talent but in the supervision of it.

Most consistently good were two performers not previously associated with Strauss at the Metropolitan. Christoph von Dohnanyi, who made a lackluster debut last season as conductor of Verdi's *Falstaff,* had much more command of the purely musical problem. After a somewhat overfast, muddled performance of the prelude, he settled into a steadier pace, with a fine delineation of detail that culminated in a properly poetic fulfillment of the final scene.

Conductors come and go, but such an Octavian as Yvonne Minton showed herself to be at her Metropolitan debut could be a world standard for years to come. This latest of Australian artists to attain international prominence has several rare assets: a fine figure, a voice that vibrates securely in the mid-mezzo range for which Strauss wrote most of the part, good features.

What she presently needs to improve is character portrayal. As Straussians are well aware, the composer accepted with enthusiasm the suggestion of his literary collaborator, Hugo von Hofmannsthal, that Octavian—a male role—be played by a female (the text requires a masquerade, by the same performer, of a lady's maid). Minton succeeded well in the burlesque of the male playing the female; for total success she should sharpen her delineation of the female as male.

As noted, Dohnanyi had the musical problem well in hand. But he could not do much to tone down the endless exaggeration of Walter Berry's Baron Ochs, or make Judith Blegen's first Sophie less simpering and childish. Well sung as it was, it nevertheless escalated mindlessness to the level of an obsession. Morley Meredith, who played her father Faninal, deserved better. Even Leonie Rysanek, in relatively excellent voice for her Marschallin, would have profited from an infusion of Kubelik's Cure. □

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FILM

When Is a Film Not a Film?

BY ARTHUR KNIGHT

The story of Lord Nelson and his love for his tempestuous, besotted mistress, Lady Hamilton, would seem to be the sort of material that movies thrive on—passion in high places, countercurrents of jealousy and hate, a great sea battle, the death of a hero. There is, in addition, the final irony that Nelson's "bequest to the nation," his deathbed wish that his beloved Emma be granted "an ample provision to maintain her rank in life," was stonily refused by the king. After gambling away her small inheritance from Nelson, she was twice thrown in debtor's prison and died in poverty in 1815.

For some inexplicable reason, Hal B. Wallis, normally one of our more astute producers, elected to ignore raw history (and the built-in benefits of public domain) in favor of a neatly structured play by Terence Rattigan, whom he also invited to supply the screenplay. Now, a play unfolds with both eyes on stage conventions. Action and characters must be telescoped to fit the extremely rigorous requirements of the medium. There must not be too many sets nor too many actors, and there can be none of the spectacular "opening out" that is the special province of the motion picture medium. Hal Wallis's production of *The Nelson Affair* (which was directed by James Cellan Jones) belatedly "opens out" for some not spectacular enough footage (actually, it looks suspiciously like stock shots) of the climactic encounter between Nelson's HMS *Victory* and the French ship *Bucentaure*. For the rest, we are stuck with the play. And, despite at least one superlative performance, it doesn't work.

I suspect that at least one reason it doesn't is that television, thanks mainly to BBC-TV, has demonstrated that this kind of history can be re-created on the tube with a kind of intimacy and immediacy impossible to achieve in a theater. The size of the movie screen itself creates an anticipation of large-scale action that would be meaningless or lost on the 17-inch screen in the living room. *The Nelson Affair* is made even more disconcerting by action sequences aboard the HMS *Victory* that are all too obviously studio-created. It is as if the producer has asked us to accept the conventions of both the theater and television as the conventions of film as well. And the medium fights against it.

In the best tradition of filmed theater, Lord Nelson (Peter Finch) is first seen being rowed ashore from his flagship on a murky, misty, fog-heavy night. He is greeted on shore by his old friend Lord Minto (Anthony Quayle). Nothing really happens until he is delivered to the Admiralty, where we quickly learn that Nelson has separated from his wife (Margaret Leighton) and, after two years at sea, is impatient to return to the arms of his mistress, Lady Hamilton (Glenda Jackson). From that point on, despite the intricate detailing of intrigues between the devotees of Lord Nelson and those of Lady Nelson, we are never given an answer to the crucial question of why neither, apparently, ever contemplated divorce. Nor why, for that matter, Nelson was so completely enslaved by his "Divine Lady" that he could overlook her coarseness and willful contumely.

The problems may be due to the performances. Glenda Jackson is superbly in charge of every facet of the brandy-swigging, foul-mouthed Emma, immortalized by the painter Romney in the full flush of her roseate youth. When the film discovers her, however, both the complexion and the figure have long since disappeared. Her eyes are hard and calculating, and her lips curl in disdain as she refuses to drink to the king who has denied her her proper pension. Obviously, she is a problem lady. But Peter Finch, despite the eye patch and missing arm, never for a moment projects the kind of headlong impetuosity of a Nelson who would want to cope with her problems. His Nelson would be fine for a quarterdeck but not for a double bed. And the finale, in which Emma unselfishly releases Nelson to return to duty—"I don't want only half a man, with the better half pining to be out at sea"—may be in the best tradition of the theater, but it is in the worst tradition of film.

As befits a Hal Wallis production, the supporting cast is beyond reproach—a little stiff and self-conscious about playing historical figures but making them seem as if they might have lived, breathed, and spoken the lines allotted to them in the screenplay. Margaret Furse's costumes and Michel Legrand's score both are helpful in capturing the atmosphere of the early nineteenth century. But the film remains stage-bound and—what is worse—television-bound. It has to be a bit worrisome that TV today can do better what once was the natural province of film.

For contrast, let me recommend Clint Eastwood's *High Plains Drifter*. There is no great profundity here, no aspiration toward a definitive historical statement. I am not even sure if Eastwood, who both produced and directed the film, understands exactly what he is saying—there are so many lacunae, so many ambiguities. But, in contrast to Terence Rattigan's screenplay for *The Nelson Affair*, *High Plains Drifter* moves in purely visual ways. A tall, leather-coated stranger (Eastwood) rides through a heat mirage into a desolate town on the edge of a dead sea. The townspeople, we quickly learn, are all corrupt, and afraid of strangers who might expose their corruption. As well they might be. They bullwhipped to death the marshal who had opposed their get-rich-quick schemes a few years earlier.

Eastwood, tight-lipped and laconic, is elected to organize the fight against three men who, now released from jail, might be riding back for vengeance against their former employers. The townspeople are all too willing to accommodate him. But at night, while he sleeps, visions of the brutal whipping haunt his dreams. Eastwood's identity is a mystery. Is he the dead man risen to avenge his killers? Or possibly a brother of the victim, returning to even the score? We never know. But in images as compulsive and surrealistic as those in *El Topo*, the film portrays a town subjugated to the will and the whim of one man. He sets up a reception for the avenging murderers—the town painted red, the townspeople assembled for a picnic directly in their path—that might have been the ending for the perfect existential melodrama.

Eastwood, however, knows what the public wants—and it isn't existentialism. His climax may be anticlimactic, but it *is* fulfilling. The killers ride into town, shooting and marauding. But as night falls, Eastwood surreptitiously returns to even the score with the killers. The catharsis is complete. It is what makes this a commercial hit, not an art film. Clint Eastwood seems to have absorbed the approaches of two of his former directors, Sergio Leone and Don Siegel, and fused them with his own paranoid vision of society. Whether we like it or not, Eastwood is a formidable new talent on the directorial scene—a man who not only knows his own mind, but knows how to make that knowledge pay off. □

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Overseas Opportunities—Now Available! Free Transportation! Complete information . . . plus Directory of 200 companies hiring thousands world-wide . . . all occupations. Send $2.00. International Opportunities, Box 29232-MT, Indianapolis, Indiana 46229.

EMPLOYMENT OPPORTUNITIES

Lead Students in Russia Or Europe. Couples or single men and women, 23-35, who have lived or traveled extensively in Europe. Lead small, well-selected secondary school group this summer in top quality, non-touristy program. Instructors or advanced graduate students preferred. Must speak French, Russian or Italian fluently. Send full resume Box J-443.

Counselors—20+. Top Maine Boys' Camp. Group Leaders (2), Head Boating, Swimming (W.S.I.), Sailing, Water Skiing, Tripping (Canoeing-Mountain), Judo, Dramatics, Nature, Crafts, General (8-9-year-olds), Baseball, Archery. Beautiful surroundings, exciting experience. Camp Wildwood, 336 Central Park West, NYC, 10025. 212-865-0925.

HOUSES AVAILABLE

FOR SALE

Vermont. All-season chalets, village homes. Choice acreage. Free brochure. ROLAND BEERS & ASSOCIATES, Manchester, 05254.

Moving To Cleveland? Suburban living, superior schools, near universities, integrated neighborhoods. Contact Shaker Communities, 3494 Lee Road, Shaker Heights, Ohio 44120. 216-751-2155.

Western Massachusetts—Charming, restored 8-room home. 4 fireplaces. Modern kitchen with appliances. Wideboard floors. Red barn. 4 acres on river. $40,000. Available immediately. 415-387-4148 or Box I-729.

Moving to Metropolitan St. Louis? University City is an exciting place to live. Central suburban location. Nationally recognized schools and universities. Cosmopolitan integrated community of 48,000. Outstanding city services. 13 parks, golf course, indoor-outdoor pools, new library. Contact University City Residential Service, 7515 Melrose, University City, Missouri 63130. 314-726-0668. A FREE SERVICE.

Year-Round Home—Across lawn from Buck Hill Falls Inn. Fully equipped, modern appliances. Low maintenance, grounds. Appraised at $77,000. Price negotiable. Owner, Box 1661, Winter Park, Florida 32789.

FOR RENT—FURNISHED

Vermont Mountain Hideaway—Privacy, views, decks, fieldstone fireplaces. Walk to swimming, fishing. HAWK, Box SR, Pittsfield, Vermont 05762. 802-746-5171.

Near Geneva, Switzerland—2 houses for rent September through May. 3 and 4 bedrooms. Modern facilities, completely furnished. Picturesque setting in French village on lake shore. Accessible to fine libraries, excellent skiing. Reasonable. SR Box K-765.

Suburban Long Island—Large house for rent, quiet street. Fully furnished, appliances. Asking $490. Available June for 12 or 15 months. 516-764-8361.

Near Peterborough, New Hampshire—2-bedroom, lakefront home. Oil furnace. Electricity and rent, $125 month. September to June. Box 40, Lakeshore Villas, Tampa, Florida 33612.

Mallorca, Bay Of Alcudia—Club, pool, sleeps 4. $200 monthly. August-November. 703-358-4070, evenings.

Brooklyn Heights, N.Y.—Summer 1973-1974. Architect's beautiful 3-floor house. 5 bedrooms, 2½ baths. SR Box K-790.

FOR SUMMER RENTAL

Dorset, Vermont—3-bedroom cottage. Secluded pond, fantastic views. $2,000 season. Walker Realty. Manchester, Vermont 05256.

Maine Coast Isolation—Cozy 2-bedroom cottage and studio on water. 25 acres, no neighbors. Box K-789.

Blue Kootenays, B.C.—Superb view. Fully equipped cottage, sleeps five. One party occupancy only. June, July, August. SR Box K-784.

New Hampshire Lakes Region—2 cottages, private lake, 200 acres, trout stream, fireplaces. Box K-787.

Maine: Island—5 bedrooms/3 bedrooms. Both: Fireplace, dock, sundeck. Week/month. 215-386-1199.

Denmark—Fashionable Copenhagen suburb. Contemporary, 4 bedrooms, 2½ baths. Fireplace, dining room, fully equipped kitchen. July. $300 week. 415-854-4157.

Furnished Cottage: log cabin, modern conveniences. Fireplace. In country. $75 weekly. Francis Hathorn, Woodstock, Vermont 05091.

Small, 3-Bedroom Maine Chalet on bay. Available summer. Box K-747.

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HOUSES AVAILABLE

FOR SUMMER RENTAL

Rustic Cabin in Sangre De Cristo Mountains, Colorado. 3 bedrooms, modern conveniences. Fishing, hiking. SR Box K-775.

Chebeague Island, Casco Bay, Maine—50 yards from beach. Charming 4 bedroom, bath with shower, very clean. $750 month, $1,300 season. L.E. Boyden, Jr., 20 Gilson Road, Wellesley Hills, Massachusetts 02181. 617-423-5959 (Bus.), 617-235-9489 (Res.).

HOUSES FOR EXCHANGE

Rent-Free Vacations. Write Holiday Home Exchange, Box 555, Grants, N.M. 87020.

Teachers' Vacation Exchange—Listings available teacher homes California, New York. Dept. A, P.O. Box 4427, Pasadena, California 91106.

For Rent-Free Vacations join our home vacation exchanges. Write Adventures-in-Living, Box 278, Winnetka, Illinois 60093.

Sabbatical? Rent/exchange homes/apartments worldwide. Loan-A-Home, Box J-983.

Home Exchange. Professional educators exclusively. Write FACULTY HOME EXCHANGE BUREAU, P.O. Box 274, St. Louis, Missouri 63166.

APARTMENTS AVAILABLE

FOR RENT

FURNISHED/UNFURNISHED

Ithaca, N.Y. Walk to Cornell campus for lectures, concerts. Fairview Heights . . . a new environment for living designed by Marcel Breuer. Write to Fairview Associates, 100 Fairview Square, Ithaca, N.Y., or call Mr. Sullivan, 607-AR 2-3420.

FOR SUMMER RENTAL

Sublet July-August. Furnished 2-bedroom apartment East side mid-Manhattan. $400 month. 212-755-2650.

NYC—Hudson River view. 6 rooms, 2 baths. $360 month. 6/1-9/3. Box K-777.

APARTMENTS/HOUSE AVAILABLE

FOR SUMMER RENTAL

Oceanside Apartments/House, Pemaquid Beach, Maine. Doug Moss, King Ferry, N.Y. 13081.

APARTMENT FOR SALE

FURNISHED

5th Avenue And 61st Street, NYC. At $295,000 (price just reduced) it's a bargain. On the 40th floor of the Pierre Hotel, with sweeping views of the Park and the City.

Magnificently Furnished. Exquisite details throughout; marble floors and baths. Custom stereo system and variable custom lighting throughout.

Large Living Room, dining room or library, corner master bedroom, 2 fully equipped kitchens, powder room, bath. A sauna. Maintenance $1,350 monthly. Brokers protected. SEEING IT IS UNFORGETTABLE.

Samuel Finnerman, The Lansco Corporation, 122 East 42nd Street, New York, New York 10017. Tel: 212-TN 7-5555.

LAND FOR SALE

Upper Plymouth Valley, naturalists' paradise, controlled against crowded future: 3 $40,000 shares Forest Reserve, giving each owner 12-acre nondivisible tract. Spectacular views mountain lake, 10,000-acre Coolidge State Forest. Warranty deed with undivided interest in Reserve. Beach, canoeing, sailing. Motorboats restricted. Other conservationist restrictions. Not a commercial venture. Flier. Phone 802-422-3444. Kenneth Webb, Plymouth, Vermont 05056.

PROPERTY FOR SALE

California's Gold Coast—Del Mar—surf view acreage. 15 acres, zoned multiresidential and commercial. 15 minutes to beautiful San Diego Bay, Beaches, Boating. Horsemen's Paradise. Best climate in United States. Property is 5 minutes to UCSD campus, Gulf General Atomic, new VA Hospital and many new industries, and beautiful La Jolla. Surf, Ocean and Torrey Pines State Park Views—UNIQUE. These parcels are available separately or together. Write or call for information and brochure. McKellar & Wyer, Inc., Realtors, 1202 Camino Del Mar, Del Mar, California 92014, Phone Area 714-755-9318, Mr. Robinson.

Northern Vermont Real Estate. Brooks H. Barron, Kent Mitchell, Realtors, Hyde Park, Vermont 05655. 802-888-4287/2433.

PROPERTY FOR SALE

One Of The Most Unusual And Spectacular homes in San Diego County, located approximately 4 miles southwest of Rancho Santa Fe, is now available because the owner has moved to the East. This new contemporary designed residence contains approximately 3,900 square feet on 4 different levels, consisting of a recreation room which is located on the lower level along with a full bath, a fireplace and a kitchenette, a main floor consisting of a living room with 22 foot ceilings, a dining doom with stained glass windows and an adjoining patio and kitchen with every modern convenience, a master bedroom on its own private floor with a spacious bath, dressing room, fireplace, and two balconies from which one can see the ocean to the west and the mountains to the south and east. Finally, on the top floor there are 2 bedrooms and a bath along with 2 studies which could be converted into 2 bedrooms.

The Pool is surrounded by real and imitation boulders and has every imaginable facility including high and low diving boards, waterfalls, slides, outdoor barbecue, wet bar, and snack bar as well as two unusual cavern-like dressing rooms (the owner has invested over $100,000 in this area alone).

A Recessed Lighted Tennis Court with dressing rooms is located a short distance from the house and to the south are stables large enough for boarding three horses but which are readily expandable.

There Is Also A Small House consisting of 2 bedrooms and a bath, which could be either servants' quarters or a guest house with certain renovations.

There Are 17 Acres which would be difficult to surpass in beauty and strategic location because of the magnificent view of the ocean and the mountains, along with a rolling green lawn and beautiful gardens with towering eucalyptus trees. This is a truly unforgettable estate in which the owner's investment is $585,000. The asking price is $495,000. Liberal financing is available.

ROBERT K. SMITH, Realtor, 7911 Herschel Avenue, La Jolla, California 92037. 714-459-4471.

Westhampton Beach, Long Island—Prime location. Exquisite oceanfront property—220' on ocean. Thickly landscaped for complete privacy. High dune with beautiful view. $150,000. Box 657, Westhampton, New York 11978.

Vermont's Northeast Kingdom—Homes, land, investment properties near skiing, lakes, mountains. Free Brochure. Peter D. Watson Agency, Greensboro, Vermont 05841. 802-533-2909/2651 until 10 p.m.

BUSINESS OPPORTUNITIES

Interested In Owning A Franchise?—Business of your own, or full- or part-time money-making opportunities? Find out what's available. Send name for FREE 5-month subscription to Salesman's Opportunity Magazine, Dept. 1183, 1460 Hancock Center, Chicago, 60611.

SAILING

Sailboat Rentals, instruction. Brochure from Stokes, RR 3, Bridgewater, Nova Scotia.

CAMPS

D-Arrow Wilderness Trip Camp—55 Boys (11-17), 5 groups, 46 days. 22 Girls (13-17), 2 groups, 39 days. Lake, White Water river canoe trips, wilderness areas Maine and Quebec. Survival, Ecology, Quaker leadership. A.C.A. accredited. George S. Darrow, 780 Millbrook, Haverford, Pennsylvania 19041.

The Hague Summer Music Center offers music, sightseeing, sports, international atmosphere. Total beginners and advanced players. Coed 9-16. Haagsestraat-38, 's-Gravenhage, Holland.

Camp Consultants: Since 1939 we have helped parents in selecting the right Private Camps and Summer Schools. No charge at any time. Visit, telephone or write in detail. The Advisory Service, Dept. S, 500 Fifth Avenue, NYC, 10036. 212-736-1660.

Invitation To Adventure Inc. Wilderness Trip Camp. Program for boys 10 to 16. 3 or 5 weeks. Canoe trips Maine to Canada. Mountain hiking, rock climbing. Canadian bicycle trip. A.C.A. accredited. Kenneth Walker, Box 296-S, Wilton, Connecticut 06897. 203-762-7911.

Theatre Summer. Lots of experience, new ideas, work. Little recreation, few trips. Live on campus. High School Theatre. Towson State College. Baltimore, Maryland 21204.

Not Just Camp, but Transnational Summer In Northern Denmark. 13-18 years. Write: Dr. Manheimer, Mollevej 5, Nors, 7700 Thisted, Denmark.

CAMPS

Overweight Girls 8-18. Enjoy a summer of fun while losing weight at the original non-medical slim down camp. Complete sports programs. Re-education in eating habits. Usual weight loss 20-45 lbs. Winter follow-up program. For booklet, write Camp Stanley, Box 701, Hurleyville, New York 12747. Also Camp Tahoe for overweight boys. Phone 212-947-7749.

Talent With Muscles: Fantastic athletic program in a fine arts camp? Write! Find Out! Brochure! Coed 6-18. Appel Farm Arts & Music Center, Elmer 25, New Jersey 08318. Phone 609-358-2472.

Judgment Ridge—Unique camp on thousand acres Vermont Mountains. Boys/Girls 8-16. Managed by ex-Peace Corps staff. Unpressured. Unlimited riding ($200 extra). 36 horses . . . beginning to advanced programs. Swimming, guitar, art, pottery, sports, gardening, construction. Individualized programs. A.C.A. approved. 100 camper limit: main camp. Small, affiliated specialized camps in wilderness and riding nearby. No poison ivy. RN resident. $750, $400 half season. Ingham, Vershire, Vermont 05079.

Adventurers' Camp For Boys. Lac du Flambeau, Wisconsin. Full or half season. Canoe, backpack and sailing trips. Tennis, riflery, riding.

Adventure North, Dryden, Ontario, high school age, five weeks. Remote community stressing self-reliance, leadership. Trips, rock climbing, logging, construction. Brochures: Lance Robinson, 147 Central, Highland Park, Illinois 60035.

I Cycle: Biking, hiking tours. Peter Otten, Waitsfield, Vermont 05673. 802-496-2237.

Arizona Ranch Camp. Challenging opportunities for boys and girls 7-17 in horsemanship, creative arts, environmental and ecological studies, sports, swimming, desert survival on 40,000 acre ranch. Extensive southwestern travel. Optional academic work. Nationwide enrollment. A.C.A. accredited. 44th year. Also winter school. Quarter Circle V Bar Ranch, Box SR, Mayer, Arizona 86333.

Hackmatack—Farm and natural history program, excellent western riding, free choice activities, a life with beauty and discipline. Boys and girls, 7-12. George F. Dillman, Otis, Massachusetts 01253.

Join A Marine Archaeological Expedition. Come help excavate an ancient sunken ship. Our professional staff will teach you how. Live aboard ship. Brochure: UNDER SEA ACADEMY, 1060-S Wildlife Road, New Kensington, Pennsylvania 15068. 412-335-8844.

Brown Ledge—Mallett's Bay, Vermont. "One of America's finest camps." Girls 10-18. Free daily riding for all. Finest show horses, mounted lance drill, jumping. Sailing, racing tactics; water skiing, drama, swimming, tennis, golf, archery, riflery, crafts, trips. No extras! "The Complete and Different Camp." For booklet, state age and write to winter office: Miss Barbara Brown Winslow, 155 Dodds Court, Box C, Burlington, Vermont 05401.

High/Scope—Arts, science. Unusual opportunity for thinking teenagers to express abilities in responsive group. David P. Weikart, Ph.D., 1305 Sherman, Ypsilanti, Michigan 48197.

Unique Colorado Camping Experience—Coed, ages 13-19: Leadership training, Dinosaur Monument, float trips, backpacking and horsepack trips. Personal care and supervision for each guest. Highly limited number, yet very reasonable. Family pack trips in August. Brochure. Dr. Henry S. Croes, Box 836, Clark, Colorado 80428.

Drama, Musical Comedy, Dance, Art, TV, Filmmaking—Public Performances, Sports. Nation's foremost summer training center, featured article in N.Y. Times—on Lake Sunapee, N.H. Coeducational. 10-18. 8 weeks, $1,195. Beginners Showcase Arts Center, Dept. 14G, 240 East 76th Street, NYC, 10021. 212-249-9288.

Cape Cod Sea Camps. Boys and girls, 7-17, resident and day. 190 acres, private beach, pool and lake. 60-boat fleet. Older campers may specialize. Full range of activities. Separate Junior Camp. Counselor-camper ratio 1:6. 52nd season. Member A.C.A. Also pre-season Sailing and post-season Wrestling Camps. Write: MONOMOY-WONO, Box J, East Brewster, Massachusetts 02640.

Community Living Experience—Teenagers operate famed Early American Restoration Village. Crafts. Agriculture. Fine-folk Arts. Sports. Self-government. Coed. 12-17. SHAKER VILLAGE WORK GROUP, P.O. Box S1149, Pittsfield, Massachusetts 01201. 518-795-2302, 212-LO 4-5850.

New Mexico Wilderness—2-week backpack experience. Coed 13-17. 6 children, 2 adults. Jim Stewart, 528 Loma Hermosa, N.W., Albuquerque, N.M. 87105.

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RETIREMENT LIVING

Retirement Living At Its Finest at Crestview Center in the heart of the residential metropolitan Toledo (Ohio) area. A specially-developed community where retired people share the security of health services, the comfort of never being alone, the assurance of protection against inflation, the independence of coming and going as they please. Life lease or a new monthly fee plan available. For complete information, write Mr. Maurice Seiple, Director of Development. Crestview Center, Harroun Road, Sylvania, Ohio 43560.

Live In Vermont—Beauty, history, covered bridges, mountains, lakes, auctions, antiques. You are invited to a very pleasant experience in relaxed living, to exceptional food, gracious service. Life as it used to be. Room and meals from $475 per month. Innkeeper, 20 Park Street, Brandon, Vermont 05733.

VACATIONS

Tennis Anyone? You don't need to seek out congenial singles, doubles, or mixed doubles partners at Mattakesett. From your first day, we'll match the game of your choice . . . no first week of watchful waiting to find the right playing friends. Membership in the Mattakesett Tennis Club (6 fast drying clay courts, one all-weather court) is automatic for owners and renters of the private homes on the Mattakesett property. Renters (minimum of one week) have use of a heated swimming pool, bicycles, sailboats and clamming equipment. For the youngsters, there's a recreational program. Mattakesett homes include 3 bedrooms, 2½ bathrooms, superb furnishings, all appliances, washer, dryer, heating, fireplace, linens, and optional maid service. Miles of unspoiled sandy beach are adjacent to the property where each home has an ocean view of Edgartown Bay and South Beach. Limited available weeks. Early reservations are recommended. Telephone Heather Pearsall, 617-443-9922, or write to her c/o Stanmar, Inc., Box 0-8, Sudbury, Massachusetts 01776.

Patagonia Ranch Hideaway. Superb scenery . . . sun . . . air . . . for riding, swimming, tennis, birding. Circle Z Ranch, Patagonia, Arizona 85624. Brochure.

Idaho Wilderness. Small family operated ranch in remote Selway-Bitterroot Wilderness. No roads. Ride horseback or fly in. Guests welcome June through September. Off-season address: Selway Lodge, Box D-802, Aspen, Colorado 81611.

The Thrill Of Canoeing—A complete package that includes canoe rental, experienced guides, camp grounds. It's a carefree adventure for the whole family as you explore the Upper Delaware, breathe the clean air of Nature and feel totally alive . . . Larry Axelrod, 348 Woodcy Road, Merion, Pennsylvania 19066.

David's Folly. Country living on Maine Coast. Seafood, garden vegetables, blueberry pies, coffeepot always on stove. Minerva Cutler, Brooksville, Maine.

The Seaside—Favored smaller resort. Private beach. Near Sarasota. Longboat Key, Florida 33577.

A.W.E. An Experience In The Wilderness. Every year A.W.E. runs wilderness horsepack and river trips. Small trips. Never more than 16 people. Run in a well-guided, personal and unpampered way. Plenty of time for exploring and relaxing. Come with us to live the joy and excitement of the Arizona, Colorado, Idaho and Wyoming Wilderness. Six- to eleven-day trips, April-September. For FREE brochure/schedule, write: American Wilderness Experience, Inc., Box 1108S, Boulder, Colorado 80302.

A Cool, Clean Ten Miles At Sea . . . serene island, quiet, fourteen-guest inn, June-September. The Golden Gull, Box S, Monhegan Island, Maine 04852.

Whaler's Inne, Mystic, Connecticut—Inviting, homey seatown hostelry, walking distance to famed Mystic Seaport marine museum. Doubles $14-$24; 4 persons, $20-$24. Reserve by mail or phone.

Fabulous Marco Island efficiency apartments near Naples-on-the-Gulf. Furnished, air conditioned, kitchenette, cablevision, pool. At 3-mile beach. Excellent fishing, golf, tennis, shelling, restaurants, stores. $80 weekly, $275 monthly (4 weeks), April 15th-December 15th. Winter rates available. Contact Norman Myers, Box 906, Burlington, Vermont 05401. 802-864-4100.

Shenandoah Valley Farm—Beautiful, secluded, year-round. Dixons, McGaheysville, Virginia 22840.

Caribbean Sea: Superb offshore reefs, snorkling, other activities. Economical efficiencies. CARIBE PLAYA, Patillas, Puerto Rico.

VACATIONS

Horses, Horses—Unique summer program of riding and seminar study with leading horsemen. Write now, Summer '73, Prescott College, Prescott, Arizona 86301.

Thrilling Weekend Canoe Trips on upper Delaware. Larry Axelrod, 215-664-2583.

On A Clear Blue Lake. Cottage colony in towering pines. Fireplaces. Chalet rooms. Delicious meals. Water skiing, canoe trips, tennis, lobster bakes. Sauna, entertainment. Breakfast and dinner included. Color folder. Chute Homestead, Box S, Naples, Maine 04055.

Martha's Vineyard—Country inn amid pines. Rooms and private baths, with or without meals. Tennis court. Near beach. Holiday Special, $18 daily per person including meals. Major charge cards accepted. 617-693-2298. LAMBERT'S COVE INN, RFD, Vineyard Haven, Massachusetts 02568.

Schooner Timberwind Sails Maine Coast. Week includes island hopping, new friends, wonderful food, exciting sailing. $165—no extras. Brochure. Schooner Timberwind, Box 247-B, Rockport, Maine 04856.

Architect's Summer Home on Lake Sunapee, N.H. July 15th-Labor Day. Attractive and secluded. SR Box K-793.

Tobago Cottages—All sizes, locations, and rental rates. Cottage Owners Association, Box 194, Tobago, W.I.

Your Own Special Island, DRAKE'S ANCHORAGE, British Virgin Islands. Small, but not too small. Accommodates only 24, year 'round, in a friendly, informal cottage colony. Skindiving, swimming from gemlike beaches, boating, fishing. A tropical paradise. Fine food, cozy bar. DRAKE'S ANCHORAGE, 1230 Massachusetts Avenue, Cambridge, Massachusetts 02138. Tel. 617-868-0380.

Maine Windjammer Cruises! Sail the Maine coast aboard a schooner! Food, fun, accommodations for six carefree days: $135-$150 complete! Box 617SR, Camden, Maine 04843.

Undiscovered Paradise Isle—Cat Island, Bahamas. Beautiful beachfront stone, thatched roof house accommodating 6. Maid, vehicle, sunfish, sailboat. $350 week. Ideal swimming, fishing, skindiving, lobstering, exploring. Fishing guide available. Inquire Cay Cohen, 64 Stafford Road, Colonia, New Jersey 07067.

Goose Cove Lodge on Deer Isle, Maine, In East Penobscot Bay. Sailing, fishing, hiking and picnics. Trained naturalist for nature lovers. An artist's paradise. Extra emphasis on ecology in June. Write for brochure. Dr. R. A. Waldron, Owner-Manager, P.O. Sunset, Maine 04683.

Colorado Mountains—families needed to enjoy rugged mountain recreation, 1,300-acre ranch village, 30 modern vacation homes, near National Forest, old silver mines, pioneer esoteria. LCR Box 789, Buena Vista, Colorado 81211. 303-395-8390.

Windjammer Vacation—Sail from Rockland, Maine to picturesque islands and harbors in Penobscot Bay. $150 weekly. Brochure. Schooner RICHARD ROBBINS, West Bath, Maine. Phone 207-443-3805.

Parador Martorell, inn by world famous Luquillo Beach. Box 384, Luquillo, P.R.

Whitneys' . . . Charming Inn off beaten path. Rooms, Cottages, Motel. All seasonal sports. Famous food. AAA. Summer Season 1973, June 17th-October 14th. Don and Kathie Murray, Dept. 6, Jackson, New Hampshire 03846.

Plevna, Ontario—Birch Lodge on Buckshot Lake. American Plan and housekeeping. 613-479-2215.

San Francisco On A Budget? Charming, centrally located. Hotel Beresford, 635 Sutter Street, San Francisco, 94102.

Hotel On Small Island—Pool, superb beaches, remote, peaceful. $25 double. Write Sportsman's House, Vieques Island, Puerto Rico 00765. 809-741-3751.

Bitterroot Ranch high in remote, beautiful Rockies. Welcomes families loving horses, wildlife, fishing, unspoiled nature. Only 25 guests. Dubois, Wyoming 82513.

Nantucket, Island of Enchantment, 30 miles at sea, less than one hour by air from New York or Boston. Sandy beaches, warm water swimming, surfiing, golf, your favorite sports, varied evening entertainment. Well-equipped boat basin. Modern accommodations. Excellent restaurants. Advance reservations recommended for August. Free illustrated booklet. Information Service, 45 Federal Street, Nantucket, Massachusetts 02554.

VACATIONS

Vacation In Vermont—The beckoning country. Beauty, history, covered bridges, mountains, lakes, auctions, antiques. Relaxed living, exceptional food and beverages, gracious service. Immaculate, well-maintained Inn. Swimming pool. Memorable, reasonable. Telephone 802-247-5766. Write Brandon Inn, Box 206, Brandon, Vermont 05733.

Jewel Box Elegance, Lighthouse Inn, 52-room mansion showplace of the shore at New London, Connecticut. 2½ hours from Gotham. Superb food. E. P. Doubles $15 up. Brochure S.

Shelburne Museum Tour—45 acres, 35 buildings. Price includes ticket to museum, breakfast, dinner, gratuity, tax, air-conditioned motel. May 15th to June 30th and September only. $20.95 per person, double occupancy. Shelburne Inn, Shelburne, Vermont 05482.

Delta Queen Riverboat Cruises on the scenic inland waters of the U.S., Cincinnati to New Orleans, 19 days round trip departing May 7th and September 4th. Cincinnati to Kentucky Lake, 7 days round trip departing June 11th, 18th and July 9th. For information, contact your travel agent or DELTA QUEEN, Dept. RS, 322 East Fourth Street, Cincinnati, Ohio 45202.

Spear-O-Wigwam Ranch—Big Horn National Forest. Where Hemingway penned parts of "Farewell to Arms." Fishing, pack trips, wilderness hiking. Limit 30 guests. Box 1081, Sheridan, Wyoming 82801.

SUMMER WORKSHOPS

Third Annual Writers' Workshop—University of Rochester. July 8th-14th, 1973. Faculty: Jimmy Breslin, free-lance; Judith Rascoe, film-writing; John Gardner, fiction; George P. Elliott, poetry; L. J. Davis, program director. Guest Readings by David and Frances McCullough; Norman Rosten. Registration and information: Dean Robert G. Koch, Writers' Workshop, Harkness Hall 102, University of Rochester, Rochester, N.Y. 14627.

VACATION WORKSHOPS

The Open Classroom In England! Attend a workshop in London this July 3rd to August 4th. Credits. Call 212-593-1654.

Greece: Paint In The Sun—Greek Easter trip or 3-8 weeks summer session on Aegean island, Samos. Workshops in: PAINTING, CERAMICS, WATERCOLOR. Excursions, lectures, sun and sea. For adults, college students. Brochure: PYTHAGOREION INSTITUTE, Box 1124, Orleans, Massachusetts 02653. Tel. 617-255-1345.

Desert Ecology Institute—August 4th-12th. Field studies alternating with indoor sessions in air-conditioned ranch setting. Graduate credit available. Write Tucson Audubon Society, 2504 East Lee, Tucson, Arizona 85716.

SUMMER STUDIES ABROAD

Germany — France — Spain — England. SCHILLER COLLEGE—See "Studies Abroad." Liberal arts, language, theatre.

Summer Programs In Provence—French Language and Literature, Avignon, June 17th-July 28th. Contemporary French Drama, Avignon, July 11th-31st. Music in Provence, Aix-en-Provence, June 16th-July 27th. European Civilization and Politics, Aix-en-Provence, June 18th-July 27th. Art in Provence, Avignon, July 16th-August 26th. Institute for American Universities, 27 place de l'Universite, 13625—Aix-en-Provence, France. Also British Studies in Canterbury.

Yeats International Summer School, Sligo, Ireland. The 14th Yeats International Summer School, 11th to 25th August, 1973. Director: Dr. John S. Kelly, University of Kent, Canterbury. Lectures and seminars daily on aspects of Yeats Scholarship Anglo-Irish History and Literature conducted by distinguished Irish, British and American scholars. Plays, Recitals, Poetry Readings and Excursions. For information and brochures, apply to Mrs. K. Moran, Secretary, Stephen Street, Sligo.

France-Humanities—Perpignan, Pyrenees, Carcassonne, Barcelona. Arts, Architecture, Music of Roussillon, Language. Ages 19 plus. European Language Institute, 507 Fifth Avenue, New York, 10017. 212-867-7264.

Holiday Study Tours—Visit Palladian homes in Italy this May or study Norman civilization in England and France next August. Three weeks, $750 inclusive. ASSOCIATION FOR CULTURAL EXCHANGE, 539 West 112th, NYC, 10025. Tel. 212-666-1605.

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SUMMER STUDIES ABROAD

Europe At Moderate Cost: Ages 9-14, 14-18. Travel-study programs in France, Spain, Austria, other countries. From $595, including flights. Also Camp in Spain. European Language Institute, 507 Fifth Avenue, New York, 10017. 212-867-7264.

British Broadcasting—London seminar, July 23rd-August 24th. Six hours graduate and senior credit. School of Communications and Theatre, Temple University, Philadelphia, 19122.

Join Time-Tested language-travel Programs, based in Vienna or Strasbourg. 14th consecutive German, 7th French Summer Schools. June 20th-September 4th. Write: College of Wooster, Wooster, Ohio 44691.

Students! A 6-week European Travel-Study Program in Italy and Spain. In conjunction with The American College of Rome. Write: International Humanities Programs, Box 236, Jericho, N.Y. 11753. Call 516-541-7431.

Comparative Education Seminar on SCANDINAVIA. June 25th-July 19th. Cultural visits and classes throughout Norway, Denmark, Sweden. 6 credit hours. Dr. Stewart Fraser, International Center, George Peabody College, Nashville, Tennessee 37203.

London Theatre And Dance. July 1973. Two courses featuring shows, master classes, celebrity lectures. Four hours credit. Write: ETSP, Theatre Department, Southern Methodist University, Dallas, 75222.

Humanities And Fine Arts In Italy. Courses in art, Italian, music, etc., in unique renaissance town. Tours: Rome, Florence. Sessions: July/August. Tuition: $295. IILA, Chicago Conservatory College, 410 South Michigan, Chicago, Illinois 60605.

The Theatre-Lover's Fortnight '73. July 2nd-16th, $295. New Residence Hall, London University, single room, meals. Tuition and lectures. Plays. Chichester and Stratford Drama Festivals. Air fare $200. Symposium Seminars Abroad. Director: Edith Wegman, 714 Park Towne West, Philadelphia, Pennsylvania 19130.

Spain-Barcelona. Accredited program in English and Spanish. June 25th-August 3rd. Write Professor Modesto M. Diaz, California State University, Fullerton, 92634.

College Humanities Consortium: Europe June 18th-July 19th, 1973. Credit: Art, Humanities, History. $870. Write Box 6597, Hampton, Virginia 23368.

Summer In Greece: The Athens Centre for Creative Arts. Music, archaeology, painting, poetry, literature, theatre; seminars, workshops and festivals. Sea and sun in Athens and the islands. June or July. Tuition $350. Write: The Athens Centre, Philadelphia Music Academy, 313 South Broad Street, Philadelphia, Pennsylvania 19017.

Oxford—Programs for college/high school students and teachers. WARNBOROUGH HOUSE, Oxford, OX2 6JA, England.

Study In Italy '73—June 10th-August 11th. College credit for courses. Art, History, Music. Living in Asolo, Italy, near Venice. Small group. Area travel. Information: Clemens Sandresky, Salem College, Winston-Salem, N.C. 27108.

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Heidelberg-Berlin-Paris-Madrid-London. SCHILLER COLLEGE—Liberal Arts; B.A., M.A. curricula; academic year and summer programs. American credit system. Also special programs: music, theatre, fine arts, religion, international business administration, international relations. Write: Schiller College U.S. Office, 429 N.W. 48th Street, Oklahoma City, Oklahoma 73118. (Phone: 405-842-5979) or 7121 Ingersheim, Germany.

Asgaard—Scandinavian arts and crafts center. Integrated workshop and community. Comprehensive facilities for independent studies. Write: Asgaard, Hurup Thy, Denmark.

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Oxford—Semester and summer programs for American credits. Warnborough House, Oxford, OX2, 6JA, England.

Photographic Arts In Denmark—Photography and cinema in a Fine Arts program at KYO Castle in north Jutland. The accredited Limfjord College has openings for '73 semesters. Write: Box 408, Amstelveen, Holland International Administration office.

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Hacienda El Cobano. The University of Oklahoma's Study Center, Colima, Mexico, offers credit and non-credit programs for 1973.

Spanish: High school, adult and college level.

Workshops: High School Art Workshop. Watercolor Painting, Archaeology, Ornithology, Latin American Feminism. Creative Writing, Mexican Investment and other programs as requested. Dr. Richard Hancock, 555 East Constitution Avenue, Norman, Oklahoma 73069.

Europe—Tours, Summer Sessions at European Universities, Studies Abroad. Professor Berg, Saint Mary's College, California 94575.

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Study Programs In France—French and all Fine Arts. Programs include: Academic Year, January Interim, Summer in France, Christmas in Paris and London. PARIS AMERICAN ACADEMY, 9 Rue Des Ursulines, Paris 5.

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Solar Eclipse! All inclusive tour to the heart of the Sahara to view the longest Eclipse in this century. Including all meals, accommodations, tents at the site, flights to Dakar, Gao, Timbuctu. Land rovers to Tassilit. Return via Abidjan. 17 days, $1,498 per person. Depart June 19th, return July 6th. For information, write African Explorers, Professional Building, Route 9, Parlin, N.J. 08859 or phone: (N.Y.) 212-356-3434, (N.J.) 201-721-2929.

Bike Across Italy—2 weeks, $175. Write Rod Price, 720 South 43rd, Boulder, Colorado 80303.

Africa Continent In Transition. 41 adventure-filled days—8 African nations, Morocco to South Africa. Departing June 25th, returning August 4th, 1973. Still limited space available in small-size group conducted by Dr. Richard Houk, Chairman, Department of Geography. For information, contact Dr. Houk, DePaul University, Chicago, Illinois 60604. Tel. 312-939-3525.

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KINGSLEY DOUBLE-CROSTIC

Reg. U. S. Patent Office

By Janet Elliott Cameron

No. 2034

DEFINITIONS	WORDS
A. Attack first	3 94 130 115 152 157 73
B. Grow rapidly (2 wds.)	153 24 27 31 4 93 18
C. Understated hero (3 wds.)	74 89 45 39 113 79 144 121
D. City in E. Sudan on the Blue Nile (2 wds.)	40 46 91 112 5 98 80 159 116
E. Related to, but spicier than, marjoram	19 90 75 150 41 47 137
F. Serranoid food fish of Florida, West Indies, etc. (2 wds.)	102 161 48 76 20 42 85
G. Need shared by acrosticians and mountaineers (2 wds.)	6 49 96 86 13 62 43
H. Creator of the fictional character Hepzibah Pyncheon	92 44 50 29 151 7 81 21 104
I. Indian professional guide or hunter (var. sp.)	51 95 1 124 147 82 158
J. *There still remains, to mortify* ———,/*The many-headed monster of the pit* (Pope; 2 wds.)	77 143 125 59
K. Ancient Greek chair, usually heavily ornamented, with animal feet	22 2 162 87 145 101 97
L. Ignorant	28 129 88 25 23 30 83 163 160
M. Cinema's *Sundance Kid*	122 84 78 72 164 132 105
N. Alphonse ———, French novelist: *Le Petit Chose*	146 53 138 111 120 37
O. Mediterranean liqueur made from brandy flavored with nutmeg, cinnamon, and other spices	63 139 52 117 56 108 131 58
P. W. Indian herb naturalized in Florida	32 109 54 165 67 135 70
Q. Tommyrot	114 149 8 35 38 126 11
R. City in central Sudan, site of Egyptian army's annihilation by the Mahdists (2 wds.)	55 64 17 141 9 128 118
S. Andrei Yanuarievich ———, Soviet statesman (var. sp.)	100 65 127 106 71 14 26 154 123
T. Calculated to invite ill will	99 69 66 107 140 155 33 36 133
U. Logical refutation	15 61 12 110 103 148 34 156
V. State of intense activity (2 wds.)	136 134 60 10 57 119 142 68 16

DIRECTIONS

Don't let the definitions scare you. If you can guess five or six of these WORDS correctly, you should be able to solve the Double-Crostic . . . . When you've guessed a WORD, fill in the dashes, and also write each letter in its correspondingly numbered square in the diagram. When all the squares are filled in, you will have a quotation from a published work. Dark squares indicate the ends of words. If there is no dark square at the right side of the diagram, the word carries over to the next line . . . . You should be able to see words and phrases begin to form in the diagram on the basis of having just a few letters. Enter the letters you can guess into the diagram and the blanks in the defined WORDS, and you'll find yourself working from WORDS to diagram and back, solving the puzzle. . . . The initial letters of the defined WORDS spell the name of the author and the title of the work from which the quotation was taken. This acrostic feature can be very helpful to the solver.

1 I		2 K	3 A	4 B	5 D		6 G	7 H		8 Q	9 R		10 V	11 Q	12 U					
13 G	14 S	15 U		16 V	17 R		18 B	19 E	20 F	21 H	22 K		23 L	24 B	25 L	26 S				
	27 B	28 L	29 H		30 L	31 B		32 P	33 T	34 U		35 Q	36 T	37 N		38 Q				
39 C		40 D	41 E	42 F	43 G	44 H		45 C	46 D	47 E	48 F	49 G	50 H	51 I	52 O	53 N				
	54 P	55 R	56 O	57 V		58 O	59 J	60 V	61 U	62 G		63 O	64 R	65 S	66 T	67 P				
	68 V	69 T	70 P		71 S	72 M		73 A	74 C	75 E		76 F	77 J	78 M		79 C				
80 D	81 H	82 I	83 L	84 M	85 F		86 G	87 K	88 L	89 C	90 E	91 D		92 H	93 B	94 A				
95 I	96 G	97 K		98 D	99 T	100 S	101 K	102 F	103 U	104 H	105 M		106 S	107 T	108 O					
109 P	110 U	111 N		112 D	113 C	114 Q	115 A	116 D	117 O	118 R		119 V	120 N	121 C	122 M	123 S				
	124 I	125 J	126 Q	127 S	128 R	129 L	130 A	131 O	132 M		133 T	134 V	135 P		136 V	137 E				
138 N	139 O	140 T		141 R	142 V		143 J	144 C	145 K	146 N	147 I		148 U	149 Q	150 E	151 H				
152 A	153 B		154 S	155 T	156 U	157 A	158 I	159 D	160 L	161 F	162 K		163 L	164 M	165 P					

Solution of this issue's Double-Crostic will be found on page 90

BRAND-NEW DOUBLE-CROSTICS, NEVER BEFORE PUBLISHED, ARE NOW AVAILABLE IN BOOK FORM, SPIRAL-BOUND, FROM YOUR BOOKSELLER OR SATURDAY REVIEW PRESS, 380 MADISON AVENUE, NEW YORK, N.Y 10017.

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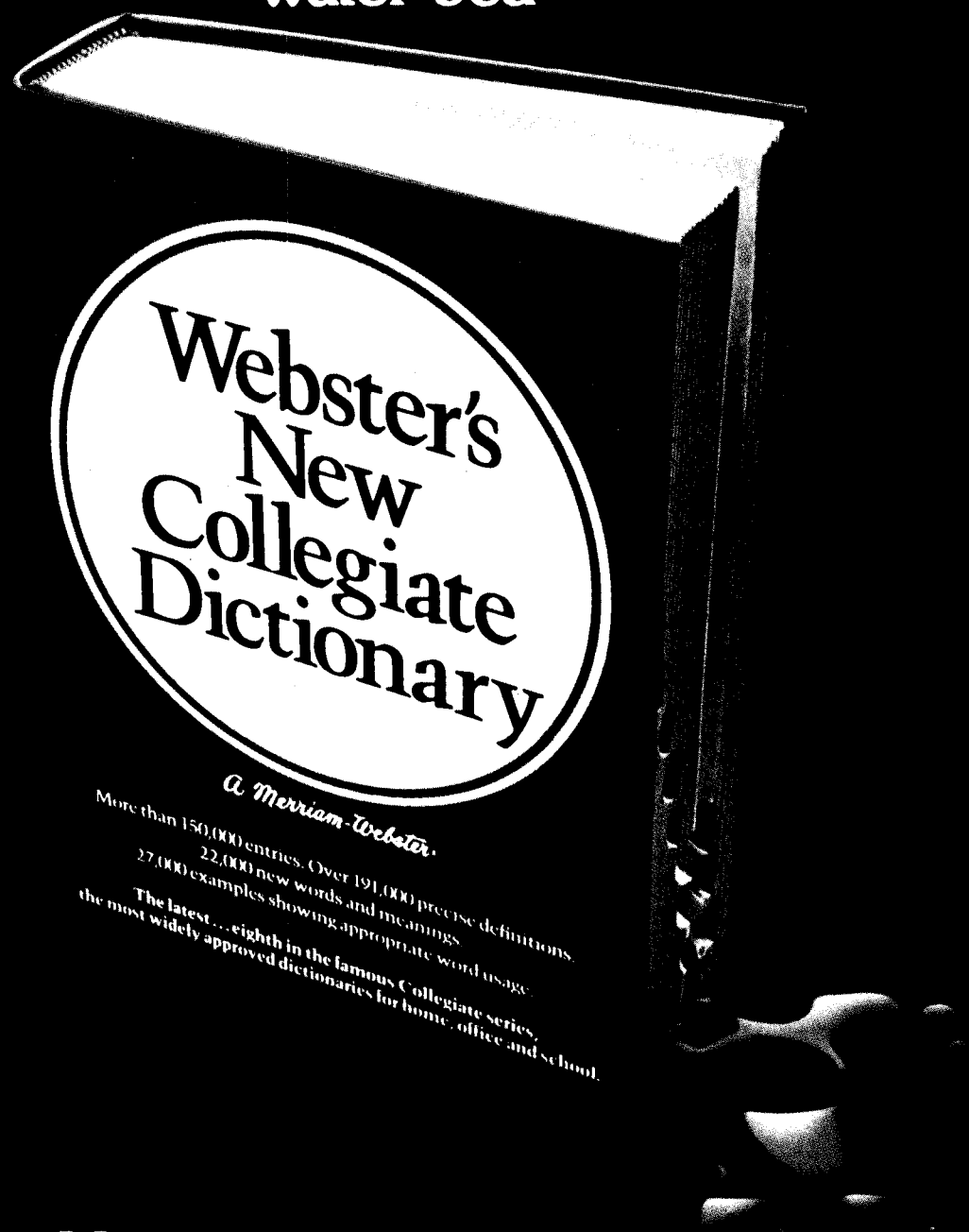
water bed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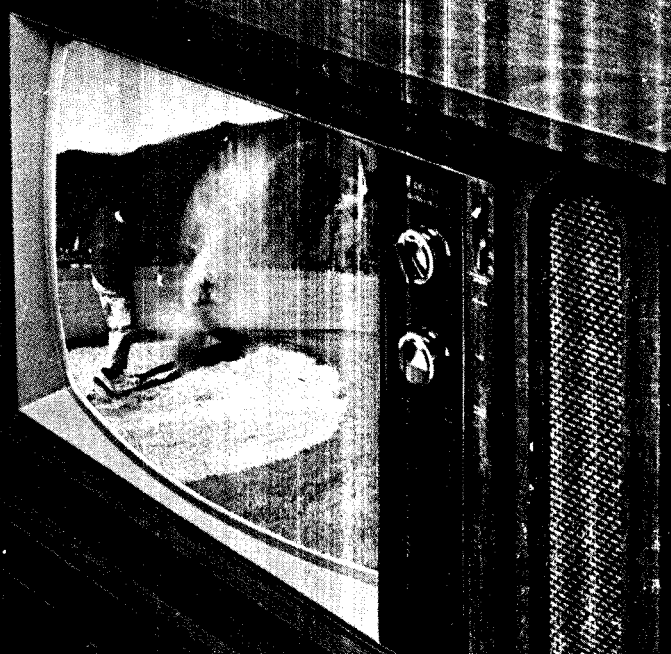

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Brand D	4%
Brand E	3%
Brand F	2%
Brand G	2%
Brand H	2%
Brand I	1%
Other Brands	3%
About Equal	21%
Don't Know	11%

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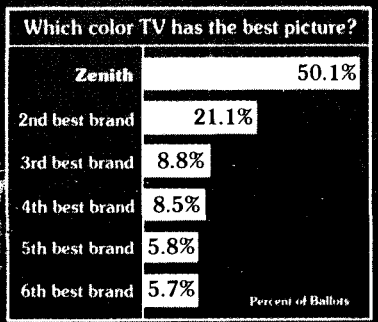

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